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ABSTRACT

This report contains a brief description of data collected on the socio-economic background of post-secondary students in British Columbia. A survey of over 11,000 first year college and university students was completed in the fall of 1971. The survey included three parts: a socio-economic survey, an opinion survey, and an achievement test of English and mathematics skills. This information was collected to: (1) determine to what extent the students are representative of the population of the Province; (2) develop a descriptive profile of the community college student; (3) determine what kinds of students, in socio-economic terms, take various programs available at community colleges; and (4) compare community college students with students who enter other types of post-secondary educational institutions. The data is arranged in tables and appended along with the questionnaire. Statistical analysis of these data and other findings on the impact of colleges from the point of view of the student, the educational system and the community, will be reported in future publications. (LP)

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# THE IMPACT OF COMMUNITY COLLEGES

- Report #2 -

## S O C I O - E C O N O M I C  S U R V E Y :

## STUDENTS ENTERING POST-SECONDARY EDUCATION IN BRITISH COLUMBIA - FALL 1971

TABULATION OF RESPONSES

by

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UNIVERSITY OF CALIF.
LOS ANGELES

MAY 15 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

This project is supported by a grant from the Donner Canadian Foundation.

"Indeed -- and contrary to popular opinion -- our educational system has proven remarkably responsive to changing social demands. Few other social institutions have changed so quickly and so peacefully. Perhaps these changes have taken place too smoothly, for the ease of transition has allowed most of us to keep on judging and thinking about post-secondary education just as we did more than two decades ago. Consequently, we still think of "quality" education as it applied to universities before the change from elite to mass education.

"We think that many of the changes which accompanied the growth of post-secondary education during the past decades were desirable. In fact, we want to warn against attempts to bring back some of the features of previous eras....

"[One] danger which could accompany the desired increased accessibility to post-secondary education would be the continuation of a class system in education. We fear the development of sharp social distinctions between two or three types of institutions, such as colleges of applied arts and technology and universities. Indeed, this is a danger that some countries view as inevitable and others as even desirable. However, while we recognize the need for different kinds of post-secondary education, we view all forms of post-secondary education as equally important. Obviously, we cannot issue an edict on social values nor can we ask the government to do so. But our recommendations will suggest a number of ways to nullify or at least minimize the development of such unjust and wasteful distinctions."

-- Commission on Post-Secondary Education
in Ontario: Draft Report (January 1972)

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## I. PREFACE

This report is part of a research program of community colleges in British Columbia. The objective of the research is to assess the impact of colleges from the point of view of the student, the community and the educational system, and to develop practical means of producing such information on an on-going basis for educational planning purposes.

The study is financed by a grant from the Donner Canadian Foundation, and is under the direction of Dr. John D. Dennison of the University of British Columbia and Mr. Alex Tunner of B.C. Research.

A major survey of first-year college and university students in British Columbia was carried out in the fall of 1971. Over 11,000 responses were obtained.

College students were asked to complete three separate questionnaires:

1. A Socio-Economic Survey requiring about 5 minutes to complete;
2. An Opinion Survey requiring about 15 minutes;
3. An Achievement Test based on English vocabulary and mathematical skills which requires 40 minutes.

University students were asked to complete only the Socio-Economic Survey.

The Socio-Economic Survey will be used to compare the backgrounds of students attending the various institutions and to determine to what extend they are representative of the population of the Province. The Opinion Questionnaire aims to examine the student's

perception and expectation of his college. The Achievement Test is aimed at getting better estimates of the academic background of students entering college and how these differ from university students who were surveyed using the same test in the past.

## II. INTRODUCTION

This report is the first in a series dealing with the socio-economic background of students entering post-secondary educational institutions in British Columbia in the fall of 1971. The report will show a detailed breakdown of the responses of students to the questions in the Socio-Economic Survey, a copy of which will be found at the back of this report. Responses to the items will be given in percentages of students reacting to each category within the question.

No statistical analyses are made in this report. These will form the bases for further studies in this series, and comparisons will be made with the results of the 1971 Census of Canada as soon as these are available.

This report will, however, incorporate some general observations of the information obtained, and attention will be drawn to those trends and indications which appear to be of particular interest.

This report will be circulated among those concerned with such information to elicit from them specific questions which require a more detailed examination of the findings.

This report must not be regarded as a study in isolation from other information. These socio-economic data are but one facet of the study of post-secondary students. Additional data are being assembled which, together with the information found in this report, will form the basis of a comprehensive analysis of such students.

## III. SOME OBJECTIVES OF THE SOCIO-ECONOMIC SURVEY

1. To develop a descriptive profile of the community college student. One facet of such a profile is a description of the student's socio-economic background. The community college has projected itself as being "community oriented" and, as such, should provide educational opportunities for a broad representation of the community. The study will show the breadth of representation of the community which is found among community college students.

2. To examine the extent to which students in particular colleges are representative of the immediate community which supports the college. This relationship is peculiar to the nature of the college as a community institution. Such information has considerable implications, for example, for questions of college site selection. This objective will be met by comparing the socio-economic description of the students entering the college with the socio-economic description of the immediate community as determined by the 1971 Census of Canada.

3. To examine the kind of student, in socio-economic terms, who takes the various programs available in college. Do students in academic transfer programs differ significantly from students who enrol in technical vocational programs? Such information contributes to understanding the behaviour patterns of students from particular backgrounds, and to assessing the appeal of the college programs offered.

4. To compare community college students in socio-economic terms with students who enter other types of post-secondary educational institutions. Examples of the latter include public and private universities, private colleges and the technical institutes. To reach this objective, data from these other types of institutions were also collected. This question is important to assess the impact of the community college upon the "democratization" process in educational opportunity. Do the colleges attract students who would not ordinarily enrol in the traditional university? If differences between student populations do exist, to what extend are they real?

5. To examine the background of current college students to determine to what extent their decision to enter college is different from that of their parents and siblings. In this context one might ask whether "college-going" behaviour in today's students differs from that of their parents and their brothers and sisters. Do community colleges provide opportunity for a new generation of college going students? In this respect do they vary from other post-secondary institutions?

6. To provide information of direct relevance to enrolment forecasting by examining how participation rates are affected by socio-economic background and factors such as cost, distance, transfer arrangements and programs.

## IV. THE SOCIO-ECONOMIC SURVEY

Previous studies and innumerable publications in the fields of sociology, economics and education have recorded a number of factors as indicative of socio-economic status, and populations are classified and compared on this basis.

The design of the socio-economic questionnaire is based upon information gathered from a number of sources, including Statistics Canada, the Economic Council of Canada, the 1971 Census of Canada, the Pike Report,[1] the S.C.O.P.E. Study,[2] and a pilot report compiled in 1970.[3] Primarily, it was intended to make certain comparisons using the data obtained in this study with similar information obtained in the 1971 Census.

In its original form the questionnaire contained a large collection of items, many of which were eliminated or re-worded after consultation with a number of qualified judges. Eventually the questionnaire shown in Appendix A was produced.

After considerable debate, it was decided that the respondent should not be asked to identify himself. Although this would make it impossible to compare individual socio-economic data with other types of data, it avoids any possible invasion of privacy and will, therefore, provide a greater and more valid response to questions such as parents' income. While the data thus obtained become collective data, they will allow for institutional comparisons between public and private colleges, universities, and, eventually, Census data.

A short rationale is provided for each item, identified by the numbers under which they appear in the Survey.

#2. Permanent place of residence and
Census number of place of residence

This information will allow for immediate comparison with geographical units defined in the Canadian Census and will permit comparison of socio-economic student data with that for the surrounding community.

#3. Program taken at college

Data from this question will permit classifying students according to the various programs offered by the college. Such information is particularly significant for the comprehensive community college which has incorporated a number of program alternatives in its curricula design.

#4. Number of college courses you are currently taking

The responses to this question allow students to be classified into part time and full time.

#5. How long is it since you left high school?

This question is important in assessing the educational pattern followed by the college population, and provides information about the flow of students into and out of the educational system.

#6,7. Sex and Age

It is important to be able to classify students entering different programs at each institution according to age and sex both

from the point of view of curriculum planning and enrolment forecasting. Indications are that colleges are attracting a higher percentage of mature students than the universities.

#8,9. Father's and mother's occupations

This factor is a fairly traditional indicator of socio-economic status. The categories used were taken from Census sources and were selected to allow for direct comparison with Census data. The categories were placed in alphabetical order and examples for each were added to make identification more valid. The category of "other" allows subjects to indicate that the list was not complete in their case.

#10,11. Father's and mother's education, highest level completed

This factor is another fairly traditional indicator of socio-economic status. The categories themselves are often used in population studies, so that comparisons with results from other sources will be possible.

#12. Education of siblings, highest level completed

Essentially the same reasons expressed above are applicable to this question. It is of interest to know to what extent the "college-going" behaviour indicated by the current student population is different from that of their older siblings and to what extent were the students tested the first in their families to take the opportunity for a college education.

#13. When did you decide to go to university or college?

This question was drawn from the S.C.O.P.E. study where a very important relationship was found to exist between the time of decision to enter college and the probability of actually doing so. The earlier the student's decision, the greater his chance of going to college. Whether or not this relationship is the same in British Columbia is an important question. In addition, the development of community colleges has suggested that the availability of educational opportunities has an important effect on the decision to enrol.

#14. What is the approximate total income of your father and mother?

This question is an obvious one in a socio-economic study, and is often used in population studies. The breakdown in categories is the same as used by Statistics Canada and was duplicated in the interests of future comparison, despite the unusual groupings of total income. While this question is not always relevant to the adult student, it does, in general, provide an indication of his socio-economic background.

#15. Where was your father born?

This question was included to allow classification of the socio-economic backgrounds of the students in this study. Considerable research has been conducted upon the varied ethnic origins of the population of British Columbia. Clearly, the degree to which this is reflected in students enrolled in post-secondary education is of interest.

#16. Approximately how much do you expect to spend during your college year on each of the following: Tuition, room, clothing, travel?

The financial demands upon students enrolled in colleges and universities have received continuing comment in both popular and scholarly literature. In view of the diversity in student spending, and of the importance of cost in a student's ability to enrol in post-secondary education, it is important to know the extent of the principal areas of student expenditure. Variations in expenditure may be considerable when types of institution, age and sex are taken into account. Particularly important in this regard is the aim of the community college to offer education at reasonable cost to the student.

#17. What will be your main source of funds during your college year?

Again, this question seeks to determine another aspect of the financial problems confronting college students. There have been conflicting suggestions as to whether students from higher or lower socio-economic backgrounds tended to qualify for scholarships. The answer may well vary between institutions.

#18. Which of the following best describes your family's financial position?

This question, added at the suggestion of one of the college counsellors, allowed for a less complex expression of a student's view of his family status, irrespective of income and parents' education and occupation. It is difficult to classify a student's socio-economic status purely on the basis of information contained in the questionnaire. Consequently, a student's perception of his situation may ultimately be a better measure.

## V. OBSERVATIONS ON THE DATA

### General Comments

Before making specific observations on the tables which contain the summarized results of the questionnaire items, it must be re-emphasized that any comments made are merely impressions gained from looking at the data, and should not be considered as final conclusions. Further reports will explore the presence of significant differences between colleges on specific items and thereby meet the objectives of the study. However, the observations herein will reflect some of the thinking which will lead to a more exacting analysis of the data.

Collectively, the results of the various items of the questionnaire suggest that there are descriptively different groups of students entering the various types of post-secondary institutions. In other words, from a socio-economic point of view, the students entering community colleges differ in several respects from students entering the universities, the technical-vocational institutions, and the private colleges. Comments on individual questions follow.

### #3. Program Taken at College

As was to be anticipated, almost all students at B.C.I.T. identified themselves as being on "career" programs; very few felt that their particular program was "university transfer". Conversely, all university students and almost all private college students claimed to be on academic programs. The percentages in the colleges, however, seemed to be related to whether or not amalgamation had occurred with vocational schools. Where such was the case (Malaspina, New Caledonia, and to a lesser extent, Camosun and Cariboo), approximately half

the students were "academic". In the other colleges, career program students compose a considerable minority. Response from Vancouver School of Art showed a high percentage of students on programs other than academic or career, while students at the Special Programs Division of Vancouver City College comprise a considerable percentage on "college preparatory" (high school completion) programs.

#4. Number of College Courses Taken

In this particular category there was considerable variation between the institutions. The current definition of "full time student" (five or more courses) and "part time student" (less than five courses) was applied to the results and the two categories summarized in Table 4A.

The universities, Trinity College, V.S.A. and B.C.I.T. reported almost all students as "full time". This was to be expected. At B.C.I.T. only students on the full-time (day) program were surveyed and not those on the part-time (night) programs. However, the variations among community colleges were remarkable and will require further investigation into the types of students responding to the questionnaire.

#5. Length of Time Since Leaving High School

The results of this question were directly related to the age of the respondent and to the particular type of institution.

A large majority of university and Trinity College students enrolled immediately following high school. On the other hand, the public colleges reported reasonably large percentages of students enrolling at college ten or more years after leaving high school.

This phenomenon was particularly true in colleges reporting large percentages of "career" and "college preparatory" students: e.g., V.C.C. (Special Programs), Camosun, Malaspina, New Caledonia, and the Vancouver Vocational Institute. Interestingly enough, B.C.I.T. and V.S.A. reported a considerable number of students in the "five to nine years" after high school category. Okanagan College showed the widest range in response to this question.

#6. Sex of Students

There seemed to be no identifiable pattern here. The reasons for the wide variation in the number of females at the public colleges (26.7% at Selkirk to 53.3% at New Caledonia) will be investigated. Sex breakdown at universities was in the 50 - 50 range, but in most other instances men tended to form a majority.

#7. Age

In the interests of making manageable comparisons, this table (7) was collapsed into Table 7A which identified the first year college age students (16 - 19), the over 20-year-old group of mature students, and the high end of the mature scale (over 35). A rather remarkable percentage of "college age" students was found in the universities (e.g., U.B.C. 94%, Trinity 89.9%, and, to a lesser extent, Selkirk 76.7% and Capilano 71.6%). Conversely, high percentages of mature students were found in most of the other colleges, including Columbia. Worthwhile percentages of over 35-year-old students (i.e., over 5%) were found only in public colleges (Camosun, Capilano, Douglas, Malaspina, New Caledonia and V.C.C.). In this category, Okanagan College showed a remarkable 13.4%.

#8. Father's Occupation

Table 8 shows a complete breakdown of fathers' occupations with evidence of considerable institutional variance. A separate table (8A) was constructed to summarize the combined total of managerial/professional" category of fathers' occupations. This particular category is often used as a measure of high socio-economic status. As expected, the universities ranked high, as did Capilano College and the two private colleges, Trinity and Columbia. Differences within the other institutions were clearly observable, though variations in this category were considerable. A particular "character" description of certain institutions was beginning to emerge.

#9. Mother's Occupation

A somewhat similar pattern was found on examination of students' mothers. In this category, however, two factors in ervened. The first was the large percentage of "housewives" in almost every case; the other was that "professional" included "school teacher", which may have applied to a reasonable number of respondents. These factors apparently contributed to certain observed differences with the fathers' occupations. Further analysis is indicated here.

#10. Father's Education

Predictably, father's education was related to occupation, at least on an institutional basis. Again, in the interests of more readable results, father's education was summarized into two extreme categories - a "university degree and above", and "less than high school completion" (Table 10A). In the first category, the universities, Capilano College, Trinity College and Columbia College headed the list. Conversely, reasonably high percentages in the second category were found in the public colleges, B.C.I.T., and V.V.I. Again, an indication of important institutional differences began to emerge.

#11. Mother's Education

The great institutional differences found in fathers' education were somewhat less apparent here, but the patterns were similar. Further analysis of these factors, based upon the sex of the student, seems worthy of consideration. Sex differences in college-going behaviour could be related to the education of one or both parents.

#12. Highest Education of Siblings

There appeared to be little difference among students from the various institutions when the education of their siblings was examined. To gain a clearer picture of the data Table 12 was collapsed into Table 12A to show the percentage of students from each college who had siblings attending colleges or had siblings who had graduated from post-secondary institutions. The variation in these percentages was surprisingly small. It must be remembered that these data may be distorted by certain other factors, for example, students whose siblings were too young to qualify for college at the time.

#13. When Did You Decide To Go To College?

This question produced data (Table 13) which appeared to be significant and hence invited further analysis. By far the largest percentages of students who indicated that their decision was made in elementary school were enrolled in universities. Conversely, students attending public colleges were clearly in the majority among those reporting that their decision was made after high school (Table 13A). These data suggest that the availability of the colleges, most of which were opened very recently, had considerable influence upon the decision to attend. As this factor contains implications for assessment of the impact of colleges upon society and upon enrolment in post-secondary education, it deserves much deeper analysis.

#14. Parents' Income

As would be expected, this question produced a reasonably large percentage of "no-responses". However, it is difficult to say whether this reaction was produced because students were reluctant to reply or whether they did not know the answer. When the breakdown of other responses from various institutions was examined, the results seemed to be in keeping with the picture established by parents' occupation and education. To facilitate the handling of data the overall responses in Table 14 were summarized into the four categories of Table 14A. The largest percentages of upper income families ($20,000 or more per year) were found in students from Capilano College, Columbia College and two of the universities. On the other hand, the high percentages of low income (under $5,000) student families appeared to be in the public colleges, particularly Camosun, Douglas, Malaspina, Okanagan, Cariboo, New Caledonia and Vancouver City College. The latter appeared to attract students covering the widest range of socio-economic backgrounds. Of the universities, Simon Fraser and Notre Dame seemed to enrol many students from "middle income" families.

#15. Where Was Your Father Born?

The responses to this question underscored the wide divergence of ethnic backgrounds of college and university students. In one sense, it reflects the extent of the concern for higher education among second-generation Canadians. Inspection of the data indicated that the colleges were attracting an even wider socio-ethnic group of students than the universities. A detailed inspection of the distribution in institutions such as Douglas College and the various components of V.C.C. produced results which could be considered quite remarkable. Special interest groups under this category might include the high percentage of Asian-background students at V.C.C. and the Canada (Other) percentage at Selkirk College.

Perhaps the most disappointing aspect of Table 15 is the rather low percentage of students of Indian-Eskimo background. Only in Cariboo, Camosun, Malaspina, New Caledonia and the Vancouver School of Art are the percentages of students in this category in any way encouraging.

#16. How Much Will You Spend on Tuition, Fees and Supplies?

The data in this Table (16) indicated that the largest amounts in this category were spent by university students and by students in private colleges. In the public colleges, B.C.I.T., and the various components of Vancouver City College, student fees were generally less than $300. These figures support the view that their college attendance would be financially less demanding upon the student.

#16. How Much Will You Spend on Room and Board, Clothing and Incidentals, Travel and Car?

To each of these questions, responses seemed to suggest little difference between institutions, although a more complete analysis is indicated. Apart from institutions where students tended to live in residence, e.g., Trinity and Notre Dame, amounts reported were generally low. However, this was also true to a lesser extent in institutions which attracted students from a "provincial base" rather than a "local community" base. Institutions in the first category included B.C.I.T., V.S.A., V.V.I. and U.B.C. Again, students attending public community colleges seemed to have financial advantages.

#17. Main Source of Funds?

This question produced some interesting responses which are summarized in Table 17. Some results are explainable, others are not,

and further analysis will be profitable. For some reason, the largest percentages of students depending upon their savings were found in the universities, B.C.I.T., Trinity, Cariboo and Selkirk Colleges. As expected, full-time jobs as the major source of funds were largely found in institutions enrolling large percentages of part-time students (Camosun and V.C.C. [Special Programs]). Loans were utilized to a reasonable extent by students from private institutions, Trinity, Columbia and Notre Dame. The larger percentages of students receiving scholarships were apparently to be found in the universities. These last figures suggest that scholarships might tend to be earned by students from the higher socio-economic groups. In some institutions, large percentages of students reported their major source of funds as "Other". Examples in this category were Camosun, Malaspina, New Caledonia and the components of V.C.C., excluding the Langara campus. Each of these institutions attracted high percentages of students in "career" programs, and probably these students would draw financial support from various government sources, such as Canada Manpower programs.

### #18. Which of the Following Best Describes Your Family's Financial Position?

Table 18 summarizes the responses to this question, and the results support the data in previous tables. The largest percentages of students declaring their families to be above average come from the public universities and Capilano College, although several other institutions were close behind. On the other hand, the majority of students indicating that their family's financial position was "Below Average" came from public colleges, V.C.C., Camosun, Malaspina, Okanagan, B.C.I.T. and New Caledonia. Of added interest was the reasonably high percentage of students in this category at Trinity College and Simon Fraser University.

## VI. CONCLUDING COMMENTS

While this report is but a description of the data concerned with the socio-economic background of post-secondary students in British Columbia and while these are yet to be submitted to statistical analyses, some general comments may be made.

1. There appear to be considerable differences among student populations entering the various types of post-secondary institutions in British Columbia. These differences seem to be related to the type of institution concerned (university, public or private college, vocational school or technical institute) and apparently exist in many dimensions (age, sex, socio-economic status, ethnic background and financial position).

2. The institutions which have developed most recently, primarily public colleges, seem to be attracting "different" types of student, in terms of socio-economic background, from those students who have, in the past, tended to enrol at the traditional universities. These new student populations represent a much broader socio-economic spectrum and include a high proportion of "first generation" college attendees.

3. Students attending private institutions retain certain differences within the characteristics examined in the report. These differences again reflect the types of institution concerned. For example, Columbia College and Trinity College enrol two unique, and quite different, groups of students.

4. Differences among public college students seem to reflect the development of the college concerned. Although only students attending what can be called "college programs" were surveyed while

those on short-term (less than four months) courses were not, the colleges which have recently amalgamated with vocational schools showed descriptively different student populations from those who have not taken this step.

5. Certain questions produced data which immediately gave rise to further conjecture. The "time of decision to go to college" question brought results which suggest that the availability of the institution is for many the important factor in the decision to begin higher education. If this hypothesis is supported by further analysis, one of the most important functions of the colleges will have been fulfilled. This may, in future, lead to significantly increased university enrolment in the third year and beyond, particularly if the universities begin to offer degree programs requiring only part-time attendance.

6. Two other important populations must be compared with the population profiles produced in this study. Using 1971 Census of Canada data comparisons will be made between post-secondary college students and the population at large. The second group requiring investigation is that of "college age" students who are not enrolled in any type of educational institution. At this stage comparison with the Census data is a matter of time. Procedures for the second comparison have not yet been devised, but it is hoped that a survey of graduating high-school students may be possible.

7. Data from this study will, in later reports, be integrated with data on student aims, goals, opinions and aspirations, together with their academic history. Only then will a fully comprehensive analysis of post-secondary students be possible.

8. The major impression gained from inspection of the considerable amount of data collected is the tremendous scope of the post-secondary educational experience as reflected in the kinds of student who are involved. The charge of "elitism", usually directed at the universities, is by no means effectively dismissed, but the wide variation of student background revealed in this study questions the extent to which the charge is true. As new institutions with different goals and procedures develop, opportunities will become available for "new" kinds of students to participate in tertiary education. Perhaps the important criterion is that these new institutions become real alternatives and not merely duplications of traditional models. The indications are that such an ideal has become a reality in British Columbia.

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## VIII. TABULATION OF RESPONSES

Responses to each question in the Socio-Economic Survey are tabulated on the following pages. Each table deals with a single question: however, a question may extend over more than one page if there are many response options (e.g., Table 8). A summary table (e.g., Table 8A) sometimes follows.

Tables are numbered to correspond with the question numbers in the Survey, and the text of each question, as worded in the Survey, is written at the top of the table.

The figures in each table indicate the percentage of responses to each response option, based on the total number of positive responses to that question. Non-responses, if any, are shown in the extreme right column of each table, headed "N.R.", and represent the percentage of non-responses to each question out of the total number of questionnaires returned by each institution. Thus, for a particular question and a particular institution, the figures under the available response options (excluding N.R.) total 100%.

The enrolment figures shown on page 25 were reported by the colleges as of 31 October, 1971, and by the universities as of 1 December, 1971. Estimating enrolments at institutions such as Vancouver Vocational Institute and Vancouver Special Programs Divisional is particularly difficult. Most students there are on short-term, part-time programs which begin and end at various times throughout the year, so that it is not obvious exactly how enrolment should be defined.

The percentage figures in the right-hand column are based on the total first year enrolment, although in many cases, as a matter of practicality, no attempt was made to survey all part-time students. For example, at B.C.I.T. only students on the day programs, who are largely full-time, were surveyed (for a response rate of 96%), and not the part-time night program students. Taking this into account, the overall response rate of the groups surveyed was about 75%.

# SOCIO-ECONOMIC SURVEY OF FIRST-YEAR COLLEGE AND UNIVERSITY STUDENTS, 1971

## Responses Obtained

| College | | Total Enrolment (Fall 1971) | First Year Enrolment | | Students Responding | |
|---|---|---|---|---|---|---|
| | | | Full-Time | Total | Total | Percent |
| B.C.I.T. | | 6,137 | 1,511 | 3,380 | 1,450 | 42.9 |
| Camosun | | 706* | 441 | 706 | 505 | 71.5 |
| Capilano | | 1,321 | 636 | 1,320 | 354 | 28.8 |
| Cariboo | | 691 | 358 | 550 | 210 | 38.2 |
| Columbia | | 380 | 136 | 136 | 70 | 51.5 |
| Douglas | | 2,409 | 1,193 | 1,930 | 980 | 50.8 |
| Malaspina | | 1,294 | 452 | 1,025 | 538 | 52.5 |
| New Caledonia | | 599 | 205 | 455 | 288 | 63.3 |
| Okanagan | | 824 | 485 | 705 | 365 | 51.8 |
| Selkirk | | 668 | 354 | 436 | 331 | 76.0 |
| Trinity | | 335 | 222 | 225 | 199 | 88.4 |
| Vancouver City | Langara | 4,629 | 1,989 | 3,240 | 1,084 | 33.5 |
| | Spec. Programs | 1,800 | N/A | 1,200 | 786 | 65.5 |
| | Art School | 368 | 116 | 116 | 86 | 74.2 |
| | Vocational† | 1,390 | N/A | 1,390 | 404 | 29.1 |
| College Total | | 23,551 | 8,098 | 16,724 | 7,650 | 45.7 |
| U.B.C. | | 19,240 | 2,930 | 3,080 | 2,256 | 73.2 |
| Simon Fraser | | 4,776 | 1,028 | 1,200 | 345 | 28.8 |
| U. of Victoria | | 5,420 | 1,406 | 1,585 | 1,029 | 64.9 |
| Notre Dame | | 519 | 187 | 190 | 153 | 80.5 |
| University Total | | 29,955 | 5,551 | 6,055 | 3,783 | 62.5 |
| GRAND TOTAL | | 53,506 | 13,649 | 22,779 | 11,433 | 50.2 |



*Does not include 686 College Preparatory students.

†Because of the nature of the VVI programs, enrolment fluctuates throughout the year.

TABLE 3

| COLLEGE | | 3. Program taken at college. Academic Univ.Trans. | Academic General | Career | College Prep. | Other | | | |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 7.5 | 3.6 | 86.5 | 1.4 | 1.0 | | | |
| Camosun | | 39.8 | 19.1 | 22.0 | 15.4 | 3.7 | | | |
| Capilano | | 70.4 | 5.7 | 19.9 | 0.6 | 3.4 | | | |
| Cariboo | | 62.4 | 0.0 | 36.5 | 1.0 | 0.0 | | | |
| Columbia | | 68.1 | 4.3 | 10.1 | 10.1 | 7.2 | | | |
| Douglas | | 71.3 | 7.6 | 17.1 | 0.8 | 3.2 | | | |
| Malaspina | | 40.4 | 2.3 | 51.0 | 2.1 | 4.1 | | | |
| New Caledonia | | 39.3 | 7.0 | 49.1 | 1.1 | 3.5 | | | |
| Okanagan | | 68.3 | 10.9 | 10.9 | 2.8 | 7.0 | | | |
| Selkirk | | 59.4 | 3.0 | 27.6 | 8.8 | 1.2 | | | |
| Trinity | | 44.3 | 39.1 | 6.8 | 5.7 | 4.2 | | | |
| Vancouver City | Langara | 66.3 | 8.7 | 21.4 | 1.4 | 2.2 | | | |
| | Spec. Programs | 16.0 | 16.0 | 11.0 | 42.1 | 14.9 | | | |
| | Art School | 3.7 | 7.3 | 17.1 | 0.0 | 72.0 | | | |
| | Vocational† | 7.4 | 4.0 | 80.1 | 2.7 | 5.9 | | | |
| U.B.C.* | | - | - | - | - | - | | | |
| Simon Fraser* | | - | - | - | - | - | | | |
| U. of Victoria* | | - | - | - | - | - | | | |
| Notre Dame* | | - | - | - | - | - | | | |

*All students in the Universities may be classified as academic.

†All students at VVI are, however, enrolled in career programs.

TABLE 4

| COLLEGE | | 4. Number of college courses you are currently taking. N | One | Two | Three | Four | Five | Six or more | | N.R. |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 7.4 | 0.4 | 0.7 | 1.3 | 10.7 | 79.5 | | 3.6 |
| Camosun | | 505 | 15.2 | 14.4 | 20.9 | 8.2 | 26.5 | 14.8 | | 3.6 |
| Capilano | | 354 | 8.2 | 7.4 | 4.3 | 9.1 | 42.9 | 28.1 | | 0.6 |
| Cariboo | | 199 | 4.0 | 1.5 | 4.0 | 13.1 | 40.4 | 36.9 | | 0.5 |
| Columbia | | 70 | 0.0 | 8.6 | 44.3 | 15.7 | 27.1 | 4.3 | | 0.0 |
| Douglas | | 980 | 16.0 | 6.5 | 2.2 | 6.5 | 50.8 | 18.1 | | 2.1 |
| Malaspina | | 538 | 15.7 | 1.2 | 5.7 | 7.4 | 35.6 | 34.4 | | 5.0 |
| New Caledonia | | 288 | 33.2 | 5.3 | 4.2 | 2.7 | 36.3 | 18.3 | | 9.0 |
| Okanagan | | 365 | 23.0 | 5.5 | 1.6 | 3.0 | 49.3 | 17.5 | | 0.0 |
| Selkirk | | 331 | 0.6 | 0.6 | 1.2 | 12.1 | 58.3 | 27.2 | | 0.0 |
| Trinity * | | - | - | - | - | - | - | - | | - |
| Vancouver City | Langara | 1084 | 4.3 | 6.5 | 6.2 | 10.5 | 54.1 | 18.5 | | 0.4 |
| | Spec. Programs | 786 | 34.2 | 23.0 | 22.1 | 11.1 | 6.2 | 3.3 | | 12.0 |
| | Art School | 86 | 1.3 | 2.6 | 0.0 | 0.0 | 3.9 | 92.2 | | 10.5 |
| | Vocational† | 404 | 78.5 | 3.4 | 5.9 | 5.4 | 2.8 | 4.0 | | 12.6 |
| U.B.C.* | | - | - | - | - | - | - | - | | - |
| Simon Fraser * | | - | - | - | - | - | - | - | | - |
| U. of Victoria * | | - | - | - | - | - | - | - | | - |
| Notre Dame * | | - | - | - | - | - | - | - | | - |

*Essentially all full-time students.
†All full-time. The discrepancy is caused by a different interpretation of "course" at VVI.

TABLE 4A

| COLLEGE | PART-TIME vs. FULL-TIME | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Part-Time (1-4) | | Full-Time (5+) | | | | | |
| B.C.I.T. | | 9.8 | | 90.2 | | | | | |
| Camosun | | 58.7 | | 41.3 | | | | | |
| Capilano | | 29.0 | | 71.0 | | | | | |
| Cariboo | | 22.7 | | 77.3 | | | | | |
| Columbia | | 68.6 | | 31.4 | | | | | |
| Douglas | | 31.1 | | 68.9 | | | | | |
| Malaspina | | 30.0 | | 70.0 | | | | | |
| New Caledonia | | 45.4 | | 54.6 | | | | | |
| Okanagan | | 33.2 | | 66.8 | | | | | |
| Selkirk | | 14.5 | | 85.5 | | | | | |
| Trinity* | | - | | - | | | | | |
| Vancouver City: Langara | | 27.4 | | 72.6 | | | | | |
| Vancouver City: Spec. Programs | | 91.5 | | 8.5 | | | | | |
| Vancouver City: Art School | | 3.9 | | 96.1 | | | | | |
| Vancouver City: Vocational† | | 93.2 | | 6.8 | | | | | |
| U.B.C.* | | | | | | | | | |
| Simon Fraser* | | | | | | | | | |
| U. of Victoria* | | | | | | | | | |
| Notre Dame* | | | | | | | | | |

*Essentially all full-time students
†All full-time. The discrepancy is caused by a different interpretation of "course" at VVI.

TABLE 5

| COLLEGE | | 5. How long is it since you left high school? N | One Year | Two Years | Three Years | Four Years | Five to Nine Years | Ten or More Years | | N.R. |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 47.3 | 19.1 | 9.2 | 6.5 | 13.5 | 4.4 | | 2.8 |
| Camosun | | 505 | 39.0 | 17.6 | 9.8 | 6.5 | 12.9 | 14.3 | | 3.0 |
| Capilano | | 354 | 68.5 | 9.9 | 4.0 | 2.6 | 3.4 | 11.6 | | 0.6 |
| Cariboo | | 199 | 68.5 | 11.2 | 5.6 | 4.6 | 6.6 | 3.6 | | 1.0 |
| Columbia | | 70 | 53.7 | 17.9 | 13.4 | 7.5 | 6.0 | 1.5 | | 4.3 |
| Douglas | | 980 | 58.3 | 9.7 | 4.7 | 3.1 | 7.5 | 16.7 | | 4.0 |
| Malaspina | | 538 | 58.5 | 7.7 | 6.3 | 3.6 | 9.7 | 14.2 | | 5.9 |
| New Caledonia | | 288 | 49.6 | 9.9 | 6.2 | 6.6 | 11.4 | 16.2 | | 5.6 |
| Okanagan | | 365 | 55.6 | 8.7 | 3.7 | 3.1 | 8.7 | 20.2 | | 2.5 |
| Selkirk | | 331 | 73.4 | 13.8 | 3.7 | 2.4 | 4.3 | 2.4 | | 2.4 |
| Trinity | | 199 | 87.4 | 6.6 | 2.7 | 1.6 | 1.1 | 0.5 | | 8.0 |
| Vancouver City | Langara | 1084 | 58.2 | 13.3 | 5.9 | 4.9 | 11.8 | 5.9 | | 2.4 |
| | Spec. Programs | 786 | 26.6 | 13.2 | 9.0 | 8.6 | 23.0 | 19.6 | | 3.8 |
| | Art School | 86 | 50.6 | 11.8 | 15.3 | 5.9 | 14.1 | 2.4 | | 5.6 |
| | Vocational | 404 | 42.9 | 19.3 | 8.4 | 4.1 | 13.5 | 11.9 | | 2.5 |
| U.B.C. | | 2256 | 92.0 | 4.2 | 1.0 | 0.5 | 1.7 | 0.7 | | 3.5 |
| Simon Fraser | | 345 | 77.2 | 4.8 | 2.0 | 1.7 | 8.2 | 6.1 | | 3.2 |
| U. of Victoria | | 1029 | 78.7 | 9.7 | 3.7 | 2.1 | 3.9 | 1.9 | | 2.8 |
| Notre Dame | | 153 | 78.1 | 9.6 | 4.1 | 2.7 | 3.4 | 2.1 | | 2.1 |

TABLE 6

| COLLEGE | 6. Sex: N | Male | Female | | | | | | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | 1450 | 73.0 | 27.0 | | | | | | |
| Camosun | 505 | 59.0 | 41.0 | | | | | | 0.4 |
| Capilano | 354 | 54.7 | 45.3 | | | | | | 0.8 |
| Cariboo | 199 | 51.3 | 48.7 | | | | | | 0.0 |
| Columbia | 70 | 62.9 | 37.1 | | | | | | 0.0 |
| Douglas | 980 | 59.8 | 40.2 | | | | | | 0.0 |
| Malaspina | 538 | 55.8 | 44.2 | | | | | | 1.1 |
| New Caledonia | 288 | 46.7 | 53.3 | | | | | | 0.3 |
| Okanagan | 365 | 52.6 | 47.4 | | | | | | 0.0 |
| Selkirk | 331 | 73.3 | 26.7 | | | | | | 0.3 |
| Trinity | 199 | 48.5 | 51.5 | | | | | | 0.5 |
| Vancouver City — Langara | 1084 | 55.9 | 44.1 | | | | | | 0.3 |
| Vancouver City — Spec. Programs | 786 | 63.0 | 37.0 | | | | | | 0.5 |
| Vancouver City — Art School | 86 | 55.3 | 44.7 | | | | | | [illegible] |
| Vancouver City — Vocational | 404 | 50.3 | 49.7 | | | | | | 0.0 |
| U.B.C. | 2256 | 53.7 | 46.3 | | | | | | 0.1 |
| Simon Fraser | 345 | 50.9 | 49.1 | | | | | | 0.2 |
| U. of Victoria | 1029 | 53.8 | 46.2 | | | | | | 0.0 |
| Notre Dame | 153 | 54.2 | 45.8 | | | | | | 0.0 |

TABLE 7

| COLLEGE | 7. Age: N | 16-17 | 18-19 | 20-24 | 25-34 | 35-44 | Over 44 | | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | 1450 | 7.8 | 41.8 | 40.3 | 8.8 | 1.1 | 0.2 | | 0.3 |
| Camosun | 505 | 6.8 | 38.4 | 35.0 | 13.9 | 4.4 | 1.6 | | 0.4 |
| Capilano | 354 | 14.4 | 57.2 | 14.2 | 7.4 | 2.5 | 4.2 | | 0.3 |
| Cariboo | 199 | 4.0 | 68.8 | 21.1 | 4.5 | 1.5 | 0.0 | | 0.0 |
| Columbia | 70 | 8.6 | 50.0 | 40.0 | 1.4 | 0.0 | 0.0 | | 0.0 |
| Douglas | 980 | 11.1 | 47.9 | 21.1 | 11.4 | 6.7 | 1.8 | | 1.8 |
| Malaspina | 538 | 12.0 | 48.7 | 21.9 | 9.2 | 5.2 | 3.0 | | 0.7 |
| New Caledonia | 288 | 10.8 | 45.5 | 26.4 | 11.5 | 5.2 | 0.7 | | 0.0 |
| Okanagan | 365 | 13.4 | 46.3 | 16.2 | 10.7 | 7.1 | 6.3 | | 0.0 |
| Selkirk | 331 | 13.3 | 63.3 | 19.4 | 3.0 | 0.0 | 0.9 | | 0.3 |
| Trinity | 199 | 18.7 | 71.2 | 9.6 | 0.5 | 0.0 | 0.0 | | 0.5 |
| Vancouver City: Langara | 1084 | 10.5 | 48.2 | 29.1 | 9.4 | 1.8 | 0.9 | | 0.2 |
| Vancouver City: Spec. Programs | 786 | 5 0 | 28.8 | 38.3 | 20.8 | 5.6 | 1.5 | | 0.3 |
| Vancouver City: Art School | 86 | 3.5 | 51.8 | 36.5 | 8.2 | 0.0 | 0.0 | | 1.2 |
| Vancouver City: Vocational | 404 | 2.7 | 42.1 | 35.4 | 16.3 | 2.7 | 0.7 | | 0.0 |
| U.B.C. | 2256 | 24.7 | 69.4 | 4.3 | 1.1 | 0.2 | 0.2 | | 0.2 |
| Simon Fraser | 345 | 19.2 | 60.5 | 9.0 | 9.0 | 0.9 | 0.6 | | 0.3 |
| U. of Victoria | 1029 | 24.2 | 60.3 | 11.1 | 4.0 | 0.3 | 0.0 | | 1.0 |
| Notre Dame | 153 | 15.0 | 58.8 | 23.5 | 2.6 | 0.0 | 0.0 | | 0.0 |

TABLE 7A

| COLLEGE | | AGE 16-19 | | Over 20 | | Over 35 | | | |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 49.6 | | 50.4 | | 1.3 | | | |
| Camosun | | 45.2 | | 54.8 | | 6.0 | | | |
| Capilano | | 71.6 | | 28.4 | | 6.7 | | | |
| Cariboo | | 72.8 | | 27.2 | | 1.5 | | | |
| Columbia | | 58.6 | | 41.4 | | 0.0 | | | |
| Douglas | | 59.0 | | 41.0 | | 8.5 | | | |
| Malaspina | | 60.7 | | 39.3 | | 8.2 | | | |
| New Caledonia | | 56.3 | | 43.7 | | 5.9 | | | |
| Okanagan | | 59.7 | | 40.3 | | 13.4 | | | |
| Selkirk | | 76.6 | | 23.4 | | 0.9 | | | |
| Trinity | | 89.9 | | 10.1 | | 0.0 | | | |
| Vancouver City | Langara | 58.7 | | 41.3 | | 2.7 | | | |
| | Spec. Programs | 33.8 | | 66.2 | | 7.1 | | | |
| | Art School | 55.3 | | 44.7 | | 0.0 | | | |
| | Vocational | 44.8 | | 55.2 | | 3.4 | | | |
| U.B.C. | | 94.1 | | 5.9 | | 0.4 | | | |
| Simon Fraser | | 79.7 | | 20.3 | | 1.5 | | | |
| U. of Victoria | | 79.7 | | 20.3 | | 0.3 | | | |
| Notre Dame | | 73.8 | | 26.2 | | 0.0 | | | |

TABLE 8
(Page 1)

| COLLEGE | | 8. Father's (or legal guardian's) occupation. N | Clerical | Deceased | Farmer | Managerial | Mining, Logging | Professional | Retired | Sales |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 2.7 | 6.9 | 4.1 | 18.1 | 3.1 | 8.6 | 5.7 | 5.5 |
| Camosun | | 505 | 3.3 | 9.7 | 2.7 | 12.4 | 3.3 | 11.1 | 9.7 | 4.3 |
| Capilano | | 354 | 1.4 | 9.5 | 0.3 | 29.0 | 1.1 | 19.5 | 6.0 | 8.0 |
| Cariboo | | 199 | 1.5 | 5.6 | 3.6 | 13.7 | 7.6 | 9.1 | 5.6 | 2.5 |
| Columbia | | 70 | 2.9 | 7.2 | 2.9 | 31.9 | 4.3 | 13.0 | 4.3 | 0.0 |
| Douglas | | 980 | 1.8 | 10.4 | 2.3 | 18.5 | 2.2 | 10.5 | 7.7 | 4.1 |
| Malaspina | | 538 | 1.2 | 8.3 | 1.5 | 13.1 | 12.3 | 6.7 | 8.6 | 3.8 |
| New Caledonia | | 288 | 2.8 | 11.0 | 5.0 | 17.0 | 6.4 | 6.4 | 7.4 | 3.5 |
| Okanagan | | 365 | 2.0 | 9.0 | 9.6 | 17.8 | 4.8 | 10.5 | 9.3 | 4.2 |
| Selkirk | | 331 | 1.9 | 6.5 | 3.4 | 15.5 | 4.6 | 8.4 | 2.8 | 3.7 |
| Trinity | | 199 | 1.0 | 1.5 | 9.1 | 19.2 | 1.5 | 15.7 | 4.0 | 6.6 |
| Vancouver City | Langara | 1084 | 2.5 | 7.5 | 1.3 | 20.6 | 2.7 | 11.3 | 6.2 | 6.8 |
| | Spec. Programs | 786 | 2.8 | 14.8 | 3.6 | 16.9 | 3.0 | 7.8 | 9.8 | 3.7 |
| | Art School | 86 | 2.5 | 18.5 | 0.0 | 19.8 | 1.2 | 7.4 | 8.6 | 4.9 |
| | Vocational | 404 | 3.0 | 8.9 | 3.3 | 19.0 | 4.1 | 8.6 | 5.1 | 5.8 |
| U.B.C. | | 2256 | 2.1 | 4.5 | 2.9 | 24.9 | 4.1 | 19.1 | 3.8 | 6.3 |
| Simon Fraser | | 345 | 1.5 | 6.7 | 0.9 | 25.1 | 3.8 | 13.4 | 2.9 | 7.9 |
| U. of Victoria | | 1029 | 3.3 | 4.6 | 2.1 | 18.4 | 4.4 | 17.6 | 5.8 | 5.1 |
| Notre Dame | | 153 | 4.0 | 4.7 | 5.3 | 25.3 | 6.0 | 9.3 | 2.7 | 4.0 |

TABLE 8
(Page 2)

| COLLEGE | 8. Father's (or legal guardian's) occupation (Continued). | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Semi-Skilled | Service | Skilled Worker | Technical | Transport | Unskilled | Other | | No Response |
| B.C.I.T. | 6.4 | 2.3 | 16.3 | 2.9 | 2.5 | 4.6 | 9.7 | | 1.7 |
| Camosun | 4.7 | 5.2 | 12.0 | 1.9 | 3.7 | 2.5 | 13.6 | | 4.0 |
| Capilano | 2.6 | 0.0 | 9.2 | 2.0 | 1.4 | 2.0 | 7.8 | | 1.7 |
| Cariboo | 4.1 | 2.5 | 16.8 | 5.1 | 5.6 | 3.6 | 13.2 | | 1.0 |
| Columbia | 7.2 | 1.4 | 7.2 | 1.4 | 1.4 | 2.9 | 11.6 | | 1.4 |
| Douglas | 6.8 | 3.3 | 14.5 | 1.8 | 3.5 | 2.0 | 10.4 | | 5.9 |
| Malaspina | 8.8 | 3.6 | 14.6 | 1.5 | 2.1 | 2.5 | 11.3 | | 3.2 |
| New Caledonia | 3.5 | 2.1 | 13.5 | 2.8 | 2.1 | 5.3 | 11.0 | | 2.1 |
| Okanagan | 5.0 | 2.5 | 11.6 | 1.4 | 1.1 | 3.7 | 6.5 | | 3.0 |
| Selkirk | 9.6 | 2.5 | 22.3 | 5.3 | 2.5 | 6.8 | 4.3 | | 2.4 |
| Trinity | 4.0 | 5.1 | 12.6 | 1.5 | 1.0 | 3.0 | 14.1 | | 0.5 |
| Vancouver City — Langara | 6.2 | 3.4 | 11.7 | 3.1 | 2.2 | 3.8 | 10.5 | | 1.6 |
| Vancouver City — Spec. Programs | 3.8 | 1.7 | 12.8 | 2.9 | 2.6 | 4.2 | 9.6 | | 3.6 |
| Vancouver City — Art School | 3.7 | 1.2 | 7.4 | 4.9 | 3.7 | 1.2 | 14.8 | | 5.8 |
| Vancouver City — Vocational | 4.6 | 3.0 | 17.3 | 2.8 | 1.5 | 3.8 | 9.1 | | 2.5 |
| U.B.C. | 4.0 | 3.4 | 9.9 | 2.6 | 2.8 | 2.8 | 6.8 | | 0.6 |
| Simon Fraser | 6.4 | 2.9 | 14.3 | 2.9 | 2.9 | 0.3 | 8.2 | | 0.6 |
| U. of Victoria | 3.2 | 6.9 | 10.4 | 4.1 | 1.5 | 2.2 | 10.1 | | 2.2 |
| Notre Dame | 8.7 | 4.0 | 12.7 | 1.3 | 2.0 | 3.3 | 6.7 | | 2.0 |

TABLE 8A

| COLLEGE | | FATHER'S OCCUPATION: MANAGERIAL/PROFESSIONAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 26.7 | | | | | | | |
| Camosun | | 23.5 | | | | | | | |
| Capilano | | 48.5 | | | | | | | |
| Cariboo | | 22.8 | | | | | | | |
| Columbia | | 44.9 | | | | | | | |
| Douglas | | 29.0 | | | | | | | |
| Malaspina | | 19.8 | | | | | | | |
| New Caledonia | | 23.4 | | | | | | | |
| Okanagan | | 28.3 | | | | | | | |
| Selkirk | | 23.9 | | | | | | | |
| Trinity | | 34.9 | | | | | | | |
| Vancouver City | Langara | 31.9 | | | | | | | |
| | Spec. Programs | 27.2 | | | | | | | |
| | Art School | 27.2 | | | | | | | |
| | Vocational | 27.6 | | | | | | | |
| U.B.C. | | 44.0 | | | | | | | |
| Simon Fraser | | 38.5 | | | | | | | |
| U. of Victoria | | 36.0 | | | | | | | |
| Notre Dame | | 34.6 | | | | | | | |

TABLE 9
(Page 1)

| COLLEGE | | 9. Mother's occupation. N | Clerical | Deceased | Farmer | Housewife | Managerial | Professional | Retired | Sales |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 11.1 | 1.9 | 0.1 | 61.1 | 2.2 | 5.5 | 2.2 | 2.4 |
| Camosun | | 505 | 11.5 | 4.3 | 0.8 | 54.1 | 3.9 | 6.6 | 2.5 | 3.1 |
| Capilano | | 354 | 9.5 | 4.3 | 0.6 | 56.4 | 4.0 | 8.6 | 2.0 | 3.7 |
| Cariboo | | 199 | 13.2 | 3.0 | 1.0 | 57.4 | 3.0 | 6.6 | 1.0 | 6.1 |
| Columbia | | 70 | 11.4 | 2.9 | 0.0 | 61.4 | 5.7 | 10.0 | 0.0 | 1.4 |
| Douglas | | 980 | 11.1 | 3.9 | 0.4 | 58.6 | 1.6 | 6.0 | 3.1 | 3.4 |
| Malaspina | | 538 | 7.2 | 2.9 | 0.2 | 62.3 | 2.5 | 5.5 | 3.8 | 1.7 |
| New Caledonia | | 288 | 11.7 | 4.6 | 0.7 | 55.5 | 2.5 | 3.9 | 2.5 | 3.6 |
| Okanagan | | 365 | 11.6 | 5.1 | 0.3 | 59.9 | 1.7 | 6.2 | 3.1 | 2.3 |
| Selkirk | | 331 | 11.5 | 1.9 | 0.0 | 58.3 | 3.1 | 10.3 | 1.2 | 2.2 |
| Trinity | | 199 | 14.2 | 0.5 | 0.0 | 63.5 | 4.6 | 6.1 | 0.5 | 2.5 |
| Vancouver City | Langara | 1084 | 11.4 | 3.4 | 0.2 | 54.1 | 4.0 | 6.2 | 1.8 | 2.9 |
| | Spec. Programs | 786 | 7.9 | 5.5 | 0.9 | 54.9 | 3.8 | 2.8 | 2.6 | 2.5 |
| | Art School | 86 | 8.3 | 4.8 | 0.0 | 48.8 | 7.1 | 7.1 | 3.6 | 3.6 |
| | Vocational | 404 | 8.7 | 2.0 | 0.8 | 58.8 | 2.5 | 5.2 | 1.7 | 4.7 |
| U.B.C. | | 2256 | 10.6 | 1.2 | 0.4 | 63.8 | 2.8 | 7.7 | 0.7 | 2.2 |
| Simon Fraser | | 345 | 7.7 | 2.4 | 0.3 | 65.1 | 0.9 | 9.5 | 0.6 | 4.4 |
| U. of Victoria | | 1029 | 11.0 | 1.6 | 0.4 | 61.8 | 2.3 | 8.6 | 1.2 | 2.2 |
| Notre Dame | | 153 | 10.0 | 1.3 | 0.0 | 63.3 | 4.7 | 9.3 | 0.0 | 1.3 |

TABLE 9
(Page 2)

| COLLEGE | | 9. Mother's occupation (Continued). Semi-Skilled | Service | Skilled | Technical | Transport | Unskilled | Other | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 2.7 | 1.5 | 0.8 | 1.0 | 0.5 | 2.7 | 4.4 | 1.2 |
| Camosun | | 0.8 | 2.0 | 1.0 | 1.2 | 0.0 | 2.3 | 5.9 | 3.4 |
| Capilano | | 2.3 | 1.1 | 1.1 | 0.0 | 0.9 | 0.6 | 4.9 | 2.3 |
| Cariboo | | 0.5 | 2.0 | 0.5 | 0.5 | 0.0 | 1.0 | 4.1 | 1.0 |
| Columbia | | 0.0 | 0.0 | 0.0 | 1.4 | 0.0 | 1.4 | 4.3 | 0.0 |
| Douglas | | 1.8 | 1.4 | 0.9 | 1.0 | 0.9 | 1.3 | 4.4 | 5.3 |
| Malaspina | | 0.8 | 3.8 | 1.1 | 1.3 | 0.8 | 1.3 | 4.8 | 2.4 |
| New Caledonia | | 1.1 | 4.3 | 0.7 | 0.4 | 1.4 | 3.9 | 3.2 | 1.7 |
| Okanagan | | 1.1 | 2.3 | 0.3 | 1.4 | 0.0 | 1.4 | 3.1 | 3.6 |
| Selkirk | | 0.0 | 2.8 | 0.6 | 0.6 | 0.6 | 2.2 | 4.7 | 3.0 |
| Trinity | | 0.5 | 1.0 | 1.5 | 1.0 | 0.0 | 0.5 | 3.6 | 1.0 |
| Vancouver City | Langara | 2.9 | 2.2 | 1.2 | 0.9 | 0.5 | 2.7 | 5.7 | 1.2 |
| | Spec. Programs | 2.6 | 2.9 | 1.7 | 0.9 | 0.5 | 3.5 | 6.9 | 3.3 |
| | Art School | 3.6 | 1.2 | 2.4 | 1.2 | 0.0 | 1.2 | 7.1 | 3.5 |
| | Vocational | 2.5 | 5.0 | 1.2 | 0.8 | 0.0 | 2.0 | 4.0 | 2.5 |
| U.B.C. | | 1.7 | 1.7 | 0.8 | 0.6 | 0.6 | 1.4 | 3.9 | 0.8 |
| Simon Fraser | | 0.6 | 1.8 | 1.5 | 0.6 | 0.6 | 1.5 | 2.7 | 2.0 |
| U. of Victoria | | 1.0 | 1.8 | 0.8 | 0.5 | 0.3 | 1.2 | 5.1 | 1.8 |
| Notre Dame | | 0.7 | 0,7 | 0.0 | 0,7 | 0.0 | 1,3 | 6.7 | 2,0 |

TABLE 9A

| COLLEGE | | MOTHER'S OCCUPATION: MANAGERIAL/PROFESSIONAL | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Managerial Professional | | | | | | | |
| B.C.I.T. | | 7.7 | | | | | | | |
| Camosun | | 10.5 | | | | | | | |
| Capilano | | 12.6 | | | | | | | |
| Cariboo | | 9.6 | | | | | | | |
| Columbia | | 15.7 | | | | | | | |
| Douglas | | 7.6 | | | | | | | |
| Malaspina | | 8.0 | | | | | | | |
| New Caledonia | | 6.4 | | | | | | | |
| Okanagan | | 7.9 | | | | | | | |
| Selkirk | | 13.4 | | | | | | | |
| Trinity | | 10.7 | | | | | | | |
| Vancouver City | Langara | 10.2 | | | | | | | |
| | Spec. Programs | 6.6 | | | | | | | |
| | Art School | 14.2 | | | | | | | |
| | Vocational | 7.7 | | | | | | | |
| U.B.C. | | 10.5 | | | | | | | |
| Simon Fraser | | 10.4 | | | | | | | |
| U. of Victoria | | 10.9 | | | | | | | |
| Notre Dame | | 14.0 | | | | | | | |

TABLE 10

| COLLEGE | 10. Father's education, highest level completed. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Elementary School | High School 1-2 | High School 3-5 | Some Post-Secondary | Bachelor's Degree | Some Grad.Study | Grad. Degree | Don't Know | N.R. |
| B.C.I.T. | 19.3 | 17.8 | 21.2 | 20.5 | 4.6 | 1.7 | 5.1 | 9.9 | 2.2 |
| Camosun | 17.8 | 17.6 | 14.8 | 17.2 | 4.9 | 1.4 | 8.3 | 17.8 | 2.4 |
| Capilano | 6.4 | 11.6 | 18.2 | 22.8 | 13.6 | 3.5 | 13.0 | 11.0 | 2.3 |
| Cariboo | 15.3 | 20.4 | 25.5 | 17.9 | 2.6 | 1.5 | 7.7 | 9.2 | 1.5 |
| Columbia | 11.8 | 13.2 | 30.9 | 16.2 | 11.8 | 1.5 | 5.9 | 8.8 | 2.9 |
| Douglas | 15.5 | 18.7 | 19.2 | 20.9 | 5.7 | 1.5 | 6.6 | 11.9 | 5.3 |
| Malaspina | 19.8 | 23.5 | 17.1 | 17.7 | 4.6 | 1.0 | 4.2 | 12.1 | 3.3 |
| New Caledonia | 25.4 | 25.4 | 12.7 | 15.9 | 1.8 | 2.5 | 5.3 | 11.0 | 1.7 |
| Okanagan | 20.8 | 19.4 | 20.6 | 16.7 | 5.3 | 1.1 | 5.6 | 10.6 | 1.4 |
| Selkirk | 20.7 | 23.5 | 17.0 | 19.1 | 4.3 | 2.8 | 6.2 | 6.5 | 2.1 |
| Trinity | 9.6 | 15.7 | 21.2 | 23.2 | 12.1 | 4.5 | 7.1 | 6.6 | 0.5 |
| Vancouver City: Langara | 16.2 | 13.0 | 20.9 | 21.6 | 5.9 | 2.6 | 7.4 | 12.4 | 1.6 |
| Vancouver City: Spec. Programs | 21.6 | 12.2 | 17.9 | 15.0 | 3.4 | 1.7 | 6.8 | 21.3 | 3.3 |
| Vancouver City: Art School | 15.7 | 9.6 | 16.9 | 16.9 | 4.8 | 1.2 | 10.8 | 24.1 | 3.5 |
| Vancouver City: Vocational | 16.8 | 15.7 | 18.3 | 19.8 | 5.3 | 1.8 | 4.1 | 18.3 | 2 5 |
| U.B.C. | 10.8 | 13.8 | 21.3 | 21.3 | 10.2 | 3.4 | 12.8 | 6.4 | 0.8 |
| Simon Fraser | 10.8 | 16.3 | 29.4 | 23.3 | 7.9 | 1.5 | 7.9 | 2.9 | 0.6 |
| U. of Victoria | 9.8 | 17.5 | 23.2 | 18.9 | 9.4 | 3.4 | 10.9 | 7.1 | 2.6 |
| Notre Dame | 14.5 | 15.1 | 25.7 | 19.1 | 11.8 | 2,6 | 8.6 | 2,6 | 0.7 |

TABLE 10A

| COLLEGE | FATHER'S EDUCATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Uni. Degree and above | | Less than High School | | | | | |
| B.C.I.T. | | 11.4 | | 37.1 | | | | | |
| Camosun | | 14.6 | | 35.4 | | | | | |
| Capilano | | 27.1 | | 18.0 | | | | | |
| Cariboo | | 11.8 | | 35.7 | | | | | |
| Columbia | | 19.2 | | 25.0 | | | | | |
| Douglas | | 13.8 | | 34.2 | | | | | |
| Malaspina | | 9.8 | | 43.3 | | | | | |
| New Caledonia | | 9.6 | | 50.8 | | | | | |
| Okanagan | | 12.0 | | 40.4 | | | | | |
| Selkirk | | 13.3 | | 44.2 | | | | | |
| Trinity | | 23.7 | | 25.3 | | | | | |
| Vancouver City: Langara | | 15.9 | | 29.2 | | | | | |
| Vancouver City: Spec. Programs | | 11.9 | | 33.8 | | | | | |
| Vancouver City: Art School | | 16.8 | | 25.3 | | | | | |
| Vancouver City: Vocational | | 11.2 | | 32.5 | | | | | |
| U.B.C. | | 26.4 | | 24.6 | | | | | |
| Simon Fraser | | 17.3 | | 27.1 | | | | | |
| U. of Victoria | | 23.7 | | 27.3 | | | | | |
| Notre Dame | | 23.0 | | 29.6 | | | | | |

TABLE 11

| COLLEGE | 11. Mother's education, highest level completed. Elementary School | High School 1-2 | High School 3-5 | Some Post-Secondary | Bachelor's Degree | Some Grad.Study | Grad. Degree | Don't Know | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | 12.4 | 16.8 | 34.3 | 21.1 | 3.2 | 1.2 | 2.0 | 9.0 | 1.5 |
| Camosun | 13.4 | 16.5 | 26.7 | 18.5 | 3.5 | 1.2 | 4.9 | 15.3 | 2.8 |
| Capilano | 5.2 | 10.0 | 36.4 | 26.1 | 5.7 | 2.3 | 4.6 | 9.7 | 1.4 |
| Cariboo | 12.6 | 13.6 | 39.4 | 20.2 | 2.5 | 1.5 | 3.5 | 6.6 | 0.5 |
| Columbia | 11.6 | 15.9 | 31.9 | 23.2 | 2.9 | 1.4 | 4.3 | 8.7 | 1.4 |
| Douglas | 12.7 | 19.0 | 30.6 | 19.7 | 4.3 | 0.9 | 3.3 | 9.5 | 5.1 |
| Malaspina | 14.6 | 21.6 | 29.9 | 16.2 | 2.7 | 1.5 | 2.9 | 10.6 | 3.5 |
| New Caledonia | 17.6 | 24.3 | 25.4 | 15.5 | 1.4 | 1.4 | 3.5 | 10.9 | 1.4 |
| Okanagan | 14.5 | 15.9 | 29.8 | 20.1 | 5.0 | 1.9 | 3.3 | 9.5 | 1.6 |
| Selkirk | 17.1 | 18.3 | 26.6 | 23.9 | 2.4 | 1.5 | 4.9 | 5.2 | 1.2 |
| Trinity | 7.6 | 9.6 | 31.5 | 32.0 | 6.1 | 2.0 | 3.6 | 7.6 | 1.C |
| Vancouver City — Langara | 14.6 | 13.6 | 29.7 | 21.2 | 5.3 | 1.6 | 3.7 | 10.2 | 1.3 |
| Vancouver City — Spec. Programs | 17.9 | 16.4 | 28.2 | 11.9 | 2.6 | 2.7 | 3.0 | 17.3 | 2. |
| Vancouver City — Art School | 11.9 | 11.9 | 26.2 | 25.0 | 3.6 | 2.4 | 4.8 | 14.3 | 2.3 |
| Vancouver City — Vocational | 12.4 | 16.0 | 31.7 | 19.5 | 1.8 | 1.0 | 2.0 | 15.5 | 2.5 |
| U.B.C. | 8.4 | 12.4 | 34.5 | 25.0 | 8.1 | 2.1 | 3.2 | 6.2 | 0.9 |
| Simon Fraser | 7.6 | 18.5 | 39.3 | 20.8 | 6.7 | 1.2 | 2.3 | 3.5 | 1.2 |
| U. of Victoria | 7.3 | 16.7 | 31.8 | 25.8 | 7.3 | 2.5 | 2.9 | 5.6 | 1.8 |
| Notre Dame | 12.7 | 12.7 | 36.7 | 20.0 | 10.0 | 2.7 | 1.3 | 4.0 | 2.0 |

TABLE 11A

| COLLEGE | MOTHER'S EDUCATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Less than High School | | Univ.Degree and above | | | | | |
| B.C.I.T. | | 29.2 | | 6.4 | | | | | |
| Camosun | | 29.9 | | 9.6 | | | | | |
| Capilano | | 15.2 | | 12.6 | | | | | |
| Cariboo | | 26.2 | | 7.5 | | | | | |
| Columbia | | 27.5 | | 8.6 | | | | | |
| Douglas | | 31.7 | | 8.5 | | | | | |
| Malaspina | | 36.2 | | 7.1 | | | | | |
| New Caledonia | | 41.9 | | 7.1 | | | | | |
| Okanagan | | 30.4 | | 10.2 | | | | | |
| Selkirk | | 35.4 | | 8.8 | | | | | |
| Trinity | | 17.2 | | 11.7 | | | | | |
| Vancouver City — Langara | | 28.2 | | 10.6 | | | | | |
| Vancouver City — Spec. Programs | | 34.3 | | 8.3 | | | | | |
| Vancouver City — Art School | | 23.8 | | 10.8 | | | | | |
| Vancouver City — Vocational | | 28.4 | | 4.8 | | | | | |
| U.B.C. | | 20.8 | | 13.4 | | | | | |
| Simon Fraser | | 26.1 | | 10.2 | | | | | |
| U. of Victoria | | 24.0 | | 12.7 | | | | | |
| Notre Dame | | 25.4 | | 14.0 | | | | | |

TABLE 12

| COLLEGE | 12. Highest educational level completed by any one of your brothers or sisters. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Have none | Less than High School | Still in School | Completed High School | Presently in College | Once Attended College | Completed Univ.Degree | Completed Grad.Degree | N.R. |
| B.C.I.T. | 5.6 | 6.4 | 21.2 | 21.2 | 15.0 | 12.4 | 10.8 | 7.4 | 1.9 |
| Camosun | 6.5 | 10.8 | 18.6 | 25.9 | 11.4 | 10.4 | 10.2 | 6.1 | 3.0 |
| Capilano | 5.5 | 4.9 | 26.8 | 13.5 | 19.9 | 9.8 | 11.2 | 8.4 | 2.0 |
| Cariboo | 3.6 | 5.6 | 36.2 | 19.4 | 13.8 | 14.3 | 5.1 | 2.0 | 1.5 |
| Columbia | 10.0 | 8.6 | 17.1 | 21.4 | 22.9 | 10.0 | 5.7 | 4.3 | 0.0 |
| Douglas | 5.3 | 7.3 | 27.8 | 22.4 | 12.6 | 9.8 | 7.7 | 7.1 | 4.5 |
| Malaspina | 3.7 | 11.8 | 25.4 | 23.3 | 12.6 | 10.5 | 6.6 | 6.0 | 4.3 |
| New Caledonia | 4.2 | 12.3 | 26.4 | 25.7 | 13.0 | 9.2 | 3.9 | 5.3 | 1.2 |
| Okanagan | 4.4 | 7.4 | 27.2 | 19.8 | 9.6 | 13.7 | 9.6 | 8.2 | 0.3 |
| Selkirk | 3.1 | 5.6 | 25.5 | 14.6 | 15.8 | 17.1 | 12.7 | 5.6 | 2.7 |
| Trinity | 2.0 | 5.6 | 30.6 | 16.8 | 17.3 | 10.2 | 13.3 | 4.1 | 1.5 |
| Vancouver City – Langara | 6.6 | 5.7 | 24.4 | 17.3 | 18.2 | 10.5 | 10.7 | 6.6 | 0.9 |
| Vancouver City – Spec. Programs | 5.9 | 13.6 | 15.2 | 27.5 | 12.0 | 10.1 | 8.9 | 6.8 | 2.8 |
| Vancouver City – Art School | 2.5 | 10.0 | 16.2 | 21.2 | 16.2 | 8.7 | 13.7 | 11.2 | 7.0 |
| Vancouver City – Vocational | 5.5 | 7.8 | 24.1 | 24.1 | 12.8 | 12.8 | 5.5 | 7.3 | 1.5 |
| U.B.C. | 5.8 | 2.8 | 34.1 | 10.4 | 21.9 | 9.4 | 10.7 | 4.9 | 0.9 |
| Simon Fraser | 5.8 | 6.4 | 34.1 | 14.9 | 15.2 | 12.0 | 8.2 | 3.5 | 0.6 |
| U. of Victoria | 5.1 | 5.2 | 31.2 | 15.0 | 19.1 | 10.5 | 8.7 | 5.2 | 2.8 |
| Notre Dame | 4.0 | 8.7 | 28.7 | 14.0 | 18.7 | 9.3 | 11.3 | 5.3 | 2.0 |

TABLE 12A

| COLLEGE | | STUDENTS WITH SIBLINGS WHO ARE ATTENDING OR HAVE ATTENDED COLLEGE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 45.6 | | | | | | | | |
| Camosun | | 38.1 | | | | | | | | |
| Capilano | | 49.3 | | | | | | | | |
| Cariboo | | 35.2 | | | | | | | | |
| Columbia | | 42.9 | | | | | | | | |
| Douglas | | 37.3 | | | | | | | | |
| Malaspina | | 35.7 | | | | | | | | |
| New Caledonia | | 31.4 | | | | | | | | |
| Okanagan | | 43.1 | | | | | | | | |
| Selkirk | | 51.2 | | | | | | | | |
| Trinity | | 44.9 | | | | | | | | |
| Vancouver City | Langara | 46.0 | | | | | | | | |
| | Spec. Programs | 37.8 | | | | | | | | |
| | Art School | 49.8 | | | | | | | | |
| | Vocational | 38.4 | | | | | | | | |
| U.B.C. | | 46.9 | | | | | | | | |
| Simon Fraser | | 38.9 | | | | | | | | |
| U. of Victoria | | 43.5 | | | | | | | | |
| Notre Dame | | 44.6 | | | | | | | | |

TABLE 13

| COLLEGE | | N | 13. When did you decide to go to university or college? Elementary School | Junior Sec.School | Senior Sec.School | After High School | Can't Recall | | | N.R. |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 9.5 | 17.5 | 33.2 | 29.3 | 10.6 | | | 1.5 |
| Camosun | | 505 | 6.4 | 7.0 | 17.6 | 43.3 | 25.7 | | | 4.4 |
| Capilano | | 354 | 13.8 | 8.9 | 25.1 | 32.3 | 19.9 | | | 2.0 |
| Cariboo | | 199 | 15.0 | 14.5 | 31.1 | 26.9 | 12.4 | | | 3.0 |
| Columbia | | 70 | 15.7 | 8.6 | 27.1 | 30.0 | 18.6 | | | 0.0 |
| Douglas | | 980 | 14.3 | 12.9 | 20.3 | 33.5 | 18.9 | | | 5.7 |
| Malaspina | | 538 | 12.6 | 9.0 | 29.8 | 27.4 | 21.2 | | | 7.1 |
| New Caledonia | | 288 | 8.1 | 9.6 | 27.6 | 33.5 | 21.3 | | | 5.6 |
| Okanagan | | 365 | 10.9 | 14.2 | 29.1 | 29.9 | 15.9 | | | 1.9 |
| Selkirk | | 331 | 11.4 | 11.7 | 37.2 | 27.7 | 12.0 | | | 1.8 |
| Trinity | | 199 | 14.2 | 20.3 | 39.6 | 15.2 | 10.7 | | | 1.0 |
| Vancouver City | Langara | 1084 | 16.6 | 13.1 | 26.5 | 29.9 | 13.9 | | | 1.2 |
| | Spec. Programs | 786 | 8.4 | 4.7 | 19.3 | 32.3 | 35.3 | | | 10.6 |
| | Art School | 86 | 6.1 | 9.8 | 32.9 | 23.2 | 28.0 | | | 4.7 |
| | Vocational | 404 | 11.1 | 8.2 | 33.7 | 32.9 | 14.1 | | | 6.7 |
| U.B.C. | | 2256 | 29.9 | 22.2 | 23.7 | 6.8 | 17.4 | | | 0.9 |
| Simon Fraser | | 345 | 30.9 | 19.5 | 20.7 | 15.7 | 13.1 | | | 0.6 |
| U. of Victoria | | 1029 | 21.7 | 19.5 | 24.6 | 17.6 | 16.7 | | | 2.3 |
| Notre Dame | | 153 | 20.3 | 13.1 | 32.0 | 20.9 | 13.7 | | | 0.0 |

TABLE 13A

| COLLEGE | WHEN DID YOU DECIDE TO GO TO COLLEGE? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Elementary School | | After High School | | | | | |
| B.C.I.T. | | 9.5 | | 29.3 | | | | | |
| Camosun | | 6.4 | | 43.3 | | | | | |
| Capilano | | 13.8 | | 32.3 | | | | | |
| Cariboo | | 15.0 | | 26.9 | | | | | |
| Columbia | | 15.7 | | 30.0 | | | | | |
| Douglas | | 14.3 | | 33.5 | | | | | |
| Malaspina | | 12.6 | | 27.4 | | | | | |
| New Caledonia | | 8.1 | | 33.5 | | | | | |
| Okanagan | | 10.9 | | 29.9 | | | | | |
| Selkirk | | 11.4 | | 27.7 | | | | | |
| Trinity | | 14.2 | | 15.2 | | | | | |
| Vancouver City — Langara | | 16.6 | | 29.9 | | | | | |
| Vancouver City — Spec. Programs | | 8.4 | | 32.3 | | | | | |
| Vancouver City — Art School | | 6.1 | | 23.2 | | | | | |
| Vancouver City — Vocational | | 11.1 | | 32.9 | | | | | |
| U.B.C. | | 29.9 | | 6.8 | | | | | |
| Simon Fraser | | 30.9 | | 15.7 | | | | | |
| U. of Victoria | | 21.7 | | 17.6 | | | | | |
| Notre Dame | | 20.3 | | 20.9 | | | | | |

TABLE 14
(Page 1)

| COLLEGE | | 14. What is the approximate total annual income of your father and mother together? N | Under 1000 | 1000-1999 | 2000-2999 | 3000-3999 | 4000-4999 | 5000-5999 | 6000-7999 | 8000-9999 |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 1.7 | 1.8 | 1.9 | 3.6 | 4.1 | 6.9 | 14.8 | 17.7 |
| Camosun | | 505 | 2.6 | 1.8 | 4.5 | 3.9 | 6.0 | 8.4 | 14.7 | 13.6 |
| Capilano | | 354 | 1.1 | 0.7 | 0.4 | 2.9 | 1.4 | 5.4 | 4.3 | 6.9 |
| Cariboo | | 199 | 1.2 | 2.5 | 3.1 | 3.7 | 4.3 | 6.1 | 14.7 | 12.9 |
| Columbia | | 70 | 0.0 | 5.0 | 1.7 | 1.7 | 5.0 | 5.0 | 11.7 | 16.7 |
| Douglas | | 980 | 3.1 | 2.4 | 1.6 | 2.6 | 2.7 | 6.3 | 12.4 | 14.1 |
| Malaspina | | 538 | 3.1 | 2.3 | 3.5 | 2.8 | 4.7 | 5.9 | 14.8 | 16.0 |
| New Caledonia | | 288 | 6.1 | 1.3 | 6.1 | 3.9 | 2.6 | 5.7 | 11.8 | 18.0 |
| Okanagan | | 365 | 1.3 | 2.6 | 2.0 | 6.9 | 6.3 | 7.9 | 20.5 | 14.2 |
| Selkirk | | 331 | 1.0 | 1.0 | 2.8 | 2.4 | 2.1 | 5.2 | 17.6 | 20.4 |
| Trinity | | 199 | 1.2 | 1.2 | 2.5 | 1.2 | 3.1 | 9.8 | 11.7 | 9.2 |
| Vancouver City | Langara | 1084 | 2.2 | 1.9 | 2.0 | 3.4 | 4.2 | 6.3 | 14.9 | 14.4 |
| | Spec. Programs | 786 | 9.1 | 4.4 | 3.0 | 6.1 | 4.5 | 5.9 | 11.6 | 13.5 |
| | Art School | 86 | 6.5 | 4.8 | 0.0 | 0.0 | 6.5 | 9.7 | 21.0 | 3.2 |
| | Vocational | 404 | 3.0 | 1.8 | 3.9 | 2.7 | 3.0 | 6.0 | 11.5 | 19.0 |
| U.B.C. | | 2256 | 1.7 | 1.0 | 1.1 | 2.5 | 2.8 | 4.9 | 11.9 | 12.7 |
| Simon Fraser | | 345 | 2.5 | 0.6 | 1.9 | 2.8 | 2.5 | 3.1 | 11.1 | 17.6 |
| U. of Victoria | | 1029 | 0.8 | 1.4 | 1.1 | 2.5 | 2.4 | 4.4 | 12.8 | 18.6 |
| Notre Dame | | 153 | 3.6 | 5.7 | 3.6 | 2.1 | 2.9 | 9.3 | 7.9 | 15.0 |

TABLE 14
(Page 2)

| COLLEGE | | 14. What is the approximate total annual income of your father and mother together? (Continued) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 10000 -11999 | 12000 -14999 | 15000 -19999 | Over 20000 | | | | N.R. |
| B.C.I.T. | | 17.0 | 14.4 | 8.0 | 8.0 | | | | 11.2 |
| Camosun | | 11.5 | 12.6 | 9.7 | 10.7 | | | | 24.4 |
| Capilano | | 19.2 | 17.4 | 17.8 | 22.5 | | | | 22.0 |
| Cariboo | | 13.5 | 21.5 | 6.7 | 9.2 | | | | 18.1 |
| Columbia | | 11.7 | 15.0 | 10.0 | 16.7 | | | | 14.3 |
| Douglas | | 17.2 | 17.0 | 9.8 | 10.5 | | | | 24.2 |
| Malaspina | | 17.8 | 13.6 | 8.7 | 6.8 | | | | 20.8 |
| New Caledonia | | 16.2 | 13.6 | 8.8 | 5.7 | | | | 20.8 |
| Okanagan | | 14.2 | 9.2 | 7.6 | 6.9 | | | | 17.0 |
| Selkirk | | 17.3 | 13.1 | 6.9 | 10.0 | | | | 12.7 |
| Trinity | | 27.6 | 14.7 | 9.8 | 8.0 | | | | 18.1 |
| Vancouver City | Langara | 17.5 | 14.2 | 7.6 | 11.4 | | | | 17.4 |
| | Spec. Programs | 13.6 | 11.1 | 8.6 | 8.6 | | | | 24.4 |
| | Art School | 12.9 | 16.1 | 8.1 | 11.3 | | | | 27.9 |
| | Vocational | 18.1 | 15.1 | 6.9 | 8.8 | | | | 18.1 |
| U.B.C. | | 15.0 | 17.0 | 11.9 | 17.4 | | | | 9.9 |
| Simon Fraser | | 18.5 | 18.8 | 12.3 | 8.3 | | | | 6.1 |
| U. of Victoria | | 17.2 | 14.8 | 10.8 | 13.3 | | | | 13.9 |
| Notre Dame | | 14.3 | 18.3 | 6.4 | 10.0 | | | | 8.5 |

TABLE 14A

| COLLEGE | PARENTS' INCOME | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Under 10000 | | Over 10000 | | Over 20000 | | Less Than 5000 | |
| B.C.I.T. | | 52.5 | | 47.5 | | 8.0 | | 13.1 | |
| Camosun | | 55.5 | | 44.5 | | 10.7 | | 18.8 | |
| Capilano | | 23.1 | | 76.9 | | 22.5 | | 6.5 | |
| Cariboo | | 48.5 | | 51.5 | | 9.2 | | 14.8 | |
| Columbia | | 46.8 | | 53.2 | | 16.7 | | 13.4 | |
| Douglas | | 45.2 | | 54.8 | | 10.5 | | 12.4 | |
| Malaspina | | 53.1 | | 46.9 | | 6.8 | | 16.4 | |
| New Caledonia | | 55.5 | | 44.5 | | 5.7 | | 20.0 | |
| Okanagan | | 61.7 | | 38.3 | | 6.9 | | 19.1 | |
| Selkirk | | 52.5 | | 47.5 | | 10.0 | | 9.3 | |
| Trinity | | 39.9 | | 60.1 | | 8.0 | | 9.2 | |
| Vancouver City — Langara | | 49.3 | | 50.7 | | 11.4 | | 13.7 | |
| Vancouver City — Spec. Programs | | 58.1 | | 41.9 | | 8.6 | | 27.1 | |
| Vancouver City — Art School | | 51.7 | | 48.3 | | 11.3 | | 17.8 | |
| Vancouver City — Vocational | | 50.9 | | 49.1 | | 8.8 | | 14.4 | |
| U.B.C. | | 38.6 | | 61.4 | | 17.4 | | 9.1 | |
| Simon Fraser | | 42.1 | | 57.9 | | 8.3 | | 10.3 | |
| U. of Victoria | | 44.0 | | 56.0 | | 13.0 | | 8.2 | |
| Notre Dame | | 50.1 | | 49.9 | | 10.0 | | 17.9 | |

TABLE 15
(Page 1)

| COLLEGE | | 15. Where was your father born? N | Canada (British) | Canada (Fr.Can.) | Canada (Ind.,Esk.) | Canada (Other) | U.S. | British Isles | Scandinavia | Germany |
|---|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 1450 | 49.6 | 2.9 | 0.4 | 14.4 | 2.5 | 9.7 | 1.6 | 2.1 |
| Camosun | | 505 | 53.2 | 2.6 | 3.0 | 7.7 | 2.6 | 13.2 | 1.2 | 1.2 |
| Capilano | | 354 | 52.6 | 1.7 | 0.3 | 12.0 | 4.3 | 16.0 | 2.0 | 1.4 |
| Cariboo | | 199 | 52.8 | 4.6 | 3.1 | 14.4 | 4.1 | 9.2 | 1.5 | 1.5 |
| Columbia | | 70 | 40.0 | 2.9 | 0.0 | 15.7 | 7.1 | 8.6 | 2.9 | 0.0 |
| Douglas | | 980 | 45.0 | 2.6 | 0.5 | 15.2 | 2.8 | 14.8 | 3.7 | 2.1 |
| Malaspina | | 538 | 53.3 | 2.5 | 2.7 | 14.1 | 3.0 | 9.3 | 2.1 | 1.5 |
| New Caledonia | | 288 | 46.4 | 6.1 | 2.5 | 15.7 | 4.6 | 7.9 | 1.4 | 1.4 |
| Okanagan | | 365 | 47.2 | 3.1 | 0.3 | 12.8 | 7.2 | 14.7 | 1.1 | 3.3 |
| Selkirk | | 331 | 43.9 | 2.8 | 0.0 | 28.5 | 4.3 | 7.1 | 1.2 | 1.5 |
| Trinity | | 199 | 18.7 | 0.5 | 0.0 | 10.6 | 53.5 | 2.5 | 2.0 | 0.5 |
| Vancouver City | Langara | 1084 | 41.9 | 2.5 | 1.1 | 11.5 | 3.2 | 9.8 | 1.6 | 1.5 |
| | Spec. Programs | 786 | 32.4 | 5.8 | 1.7 | 8.3 | 2.5 | 9.4 | 2.1 | 2.1 |
| | Art School | 86 | 45.2 | 1.2 | 2.4 | 19.0 | 10.7 | 9.5 | 0.0 | 1.2 |
| | Vocational | 404 | 45.1 | 4.5 | 0.8 | 12.0 | 1.0 | 11.0 | 1.5 | 2.3 |
| U.B.C. | | 2256 | 49.9 | 2.0 | 0.2 | 14.2 | 3.0 | 8.0 | 1.3 | 1.9 |
| Simon Fraser | | 345 | 52.6 | 2.3 | 0.0 | 12.8 | 3.5 | 9.6 | 2.6 | 1.7 |
| U. of Victoria | | 1029 | 59.6 | 2.0 | 1.3 | 9.6 | 3.6 | 10.5 | 1.3 | 1.0 |
| Notre Dame | | 153 | 38.7 | 4.0 | 0.7 | 14.0 | 15.3 | 3.3 | 0.0 | 0.7 |

TABLE 15
(Page 2)

| COLLEGE | 15. Where was your father born? (Continued) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Netherlands | Russia | France or Belgium | Italy | Spain, Portugal, Greece, Balkans | Poland | Ukraine | Other European | North Africa & Near East |
| B.C.I.T. | 2.3 | 1.6 | 0.1 | 1.6 | 0.1 | 0.8 | 0.2 | 1.6 | 0.0 |
| Camosun | 1.8 | 0.4 | 0.4 | 0.8 | 0.2 | 0.4 | 0.2 | 1.6 | 0.0 |
| Capilano | 1.4 | 0.9 | 0.3 | 0.3 | 0.3 | 0.9 | 0.3 | 1.1 | 0.3 |
| Cariboo | 0.0 | 0.0 | 0.0 | 2.1 | 0.5 | 1.0 | 0.5 | 0.5 | 0.0 |
| Columbia | 0.0 | 1.4 | 0.0 | 1.4 | 0.0 | 4.3 | 0.0 | 1.4 | 0.0 |
| Douglas | 3.9 | 0.2 | 0.2 | 0.7 | 0.0 | 1.6 | 0.4 | 1.5 | 0.0 |
| Malaspina | 1.9 | 1.3 | 0.4 | 0.0 | 0.0 | 1.0 | 0.2 | 1.7 | 0.0 |
| New Caledonia | 2.1 | 1.1 | 0.0 | 0.4 | 0.0 | 1.8 | 0.7 | 2.5 | 0.0 |
| Okanagan | 2.2 | 0.0 | 1.4 | 0.0 | 0.8 | 0.6 | 0.8 | 0.0 | 0.3 |
| Selkirk | 1.2 | 0.3 | 0.0 | 3.4 | 0.3 | 0.9 | 0.3 | 1.2 | 0.0 |
| Trinity | 4.5 | 0.0 | 0.5 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Vancouver City: Langara | 1.3 | 1.4 | 0.5 | 1.7 | 1.4 | 1.5 | 1.0 | 2.3 | 0.3 |
| Vancouver City: Spec. Programs | 2.2 | 1.4 | 0.4 | 2.4 | 1.0 | 2.1 | 0.8 | 2.9 | 0.1 |
| Vancouver City: Art School | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.2 | 0.0 | 0.0 | 0.0 |
| Vancouver City: Vocational | 2.0 | 1.3 | 0.0 | 0.5 | 1.3 | 1.0 | 0.5 | 3.0 | 0.5 |
| U.B.C. | 0.9 | 1.0 | 0.4 | 1.6 | 0.4 | 1.3 | 0.8 | 2.5 | 0.0 |
| Simon Fraser | 2.3 | 0.6 | 0.0 | 1.2 | 0.9 | 0.9 | 0.0 | 2.0 | 0.0 |
| U. of Victoria | 0.8 | 0.5 | 0.6 | 0.9 | 0.5 | 0.6 | 0.5 | 1.0 | 0.0 |
| Notre Dame | 0.7 | 0.7 | 2.0 | 1.3 | 0.7 | 2.0 | 0.7 | 0.7 | 0.0 |

TABLE 15
(Page 3)

| COLLEGE | 15. Where was your father born? (Continued) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Other Africa | Central and South America | Australia & N.Z. | China, Hong Kong | Japan | India, Pakistan | Other Asia | Other | N.R. |
| B.C.I.T. | 0.3 | 0.3 | 0.3 | 5.0 | 0.4 | 0.6 | 0.3 | 1.2 | 1.7 |
| Camosun | 0.4 | 0.2 | 0.4 | 4.3 | 0.2 | 2.0 | 0.6 | 1.0 | 2.2 |
| Capilano | 0.3 | 0.3 | 0.6 | 0.9 | 0.0 | 1.1 | 0.0 | 0.9 | 1.1 |
| Cariboo | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 1.5 | 0.0 | 1.5 | 2.0 |
| Columbia | 0.0 | 0.0 | 0.0 | 10.0 | 0.0 | 1.4 | 1.4 | 1.4 | 0.0 |
| Douglas | 0.2 | 0.1 | 0.5 | 1.5 | 0.3 | 0.7 | 0.3 | 1.0 | 4.7 |
| Malaspina | 0.0 | 0.0 | 0.2 | 1.3 | 0.0 | 1.5 | 0.0 | 1.9 | 2.4 |
| New Caledonia | 0.4 | 0.0 | 0.7 | 0.4 | 0.4 | 2.1 | 0.0 | 1.4 | 2.8 |
| Okanagan | 0.0 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.0 | 0.8 | 1.1 |
| Selkirk | 0.0 | 0.0 | 0.3 | 0.0 | 0.3 | 0.0 | 0.3 | 2.1 | 1.5 |
| Trinity | 0.5 | 0.0 | 1.0 | 0.0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Vancouver City – Langara | 0.3 | 0.0 | 0.5 | 9.8 | 0.7 | 1.2 | 0.8 | 2.1 | 1.0 |
| Vancouver City – Spec. Programs | 0.4 | 0.7 | 0.7 | 11.3 | 2.6 | 1.6 | 1.4 | 3.7 | 3.1 |
| Vancouver City – Art School | 1.2 | 0.0 | 0.0 | 7.1 | 0.0 | 0.0 | 0.0 | 1.2 | 2.3 |
| Vancouver City – Vocational | 0.0 | 0.5 | 0.5 | 6.5 | 0.3 | 0.8 | 0.3 | 0.3 | 1.2 |
| U.B.C. | 0.3 | 0.3 | 0.3 | 6.6 | 0.6 | 0.8 | 0.6 | 0.9 | 0.6 |
| Simon Fraser | 0.6 | 0.6 | 0.0 | 2.9 | 0.0 | 0.6 | 0.3 | 2.0 | 0.3 |
| U. of Victoria | 0.5 | 0.2 | 0.2 | 3.3 | 0.0 | 0.8 | 0.2 | 0.5 | 1.8 |
| Notre Dame | 0.0 | 0.0 | 0.0 | 11.3 | 0.0 | 2.0 | 0.0 | 1.3 | 2.0 |

TABLE 16.1

| COLLEGE | | 16. Approximately how much do you expect to spend during your college year on tuition, fees and supplies? | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Less than 150 | 150 -299 | 300 -599 | 600 -899 | 900 -1199 | 1200 -1499 | 1500 + | N.R. |
| B.C.I.T. | | 7.5 | 58.6 | 31.9 | 1.6 | 0.1 | 0.0 | 0.2 | 1.7 |
| Camosun | | 29.5 | 49.8 | 17.7 | 1.5 | 0.6 | 0.2 | 0.6 | 6.1 |
| Capilano | | 23.2 | 47.9 | 27.1 | 1.8 | 0.0 | 0.0 | 0.0 | 4.0 |
| Cariboo | | 13.0 | 38.3 | 42.0 | 6.2 | 1.0 | 0.0 | 0.0 | 3.0 |
| Columbia | | 1.5 | 13.2 | 30.9 | 47.1 | 4.4 | 1.5 | 1.5 | 2.9 |
| Douglas | | 29.0 | 47.2 | 21.9 | 1.1 | 0.3 | 0.2 | 0.2 | 7.3 |
| Malaspina | | 31.5 | 43.5 | 21.3 | 3.3 | 0.4 | 0.0 | 0.0 | 8.6 |
| New Caledonia | | 37.3 | 33.5 | 24.6 | 4.2 | 0.0 | 0.0 | 0.4 | 9.7 |
| Okanagan | | 28.1 | 35.7 | 31.9 | 3.2 | 0.3 | 0.6 | 0.3 | 5.5 |
| Selkirk | | 7.6 | 39.3 | 39.3 | 10.4 | 1.5 | 1.2 | 0.6 | 0.9 |
| Trinity | | 1.6 | 2.2 | 24.5 | 50.0 | 13.0 | 3.3 | 5.4 | 7.5 |
| Vancouver City | Langara | 20.7 | 49.4 | 27.1 | 1.9 | 0.4 | 0.2 | 0.3 | 2.0 |
| | Spec. Programs | 54.6 | 22.6 | 17.2 | 2.8 | 0.9 | 0.5 | 1.4 | 17.8 |
| | Art School | 7.3 | 61.0 | 28.0 | 1.2 | 2.4 | 0.0 | 0.0 | 4.7 |
| | Vocational | 45.6 | 49.1 | 3.7 | 1.1 | 0.3 | 0.0 | 0.3 | 7.2 |
| U.B.C. | | 5.4 | 9.2 | 58.1 | 25.5 | 1.3 | 0.2 | 0.3 | 1.0 |
| Simon Fraser | | 5.1 | 16.2 | 48.5 | 26.3 | 2.7 | 0.9 | 0.3 | 3.2 |
| U. of Victoria | | 6.4 | 9.5 | 61.8 | 19.3 | 2.3 | 0.2 | 0.6 | 5.2 |
| Notre Dame | | 2.0 | 8.7 | 45.0 | 39.6 | 1.3 | 2.0 | 1.3 | 2.6 |

TABLE 16.2

| COLLEGE | | 16. Approximately how much.....on room and board? Less than 150 | 150 -299 | 300 -599 | 600 -899 | 900 -1199 | 1200 -1499 | 1500 + | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 37.5 | 2.8 | 6.4 | 17.5 | 22.5 | 6.6 | 6.7 | 7.1 |
| Camosun | | 51.6 | 4.7 | 11.5 | 12.0 | 9.6 | 4.7 | 6.1 | 19.4 |
| Capilano | | 74.4 | 3.6 | 4.6 | 6.4 | 5.0 | 3.9 | 2.1 | 20.6 |
| Cariboo | | 50.6 | 2.8 | 10.6 | 26.1 | 7.8 | 0.6 | 1.7 | 9.5 |
| Columbia | | 40.3 | 12.9 | 16.1 | 16.1 | 6.5 | 6.5 | 1.6 | 11.4 |
| Douglas | | 67.5 | 4.9 | 9.8 | 6.2 | 4.6 | 3.2 | 3.8 | 22.8 |
| Malaspina | | 35.0 | 7.5 | 19.9 | 20.6 | 10.4 | 4.2 | 2.4 | 16.0 |
| New Caledonia | | 33.3 | 7.8 | 14.8 | 17.3 | 12.8 | 7.8 | 6.2 | 15.6 |
| Okanagan | | 62.2 | 2.4 | 9.6 | 14.1 | 6.5 | 2.4 | 2.7 | 20.3 |
| Selkirk | | 46.4 | 5.1 | 16.7 | 22.2 | 6.8 | 1.0 | 1.7 | 11.5 |
| Trinity | | 12.2 | 8.7 | 29.1 | 36.6 | 11.0 | 1.7 | 0.6 | 13.6 |
| Vancouver City | Langara | 57.2 | 5.3 | 8.7 | 11.7 | 7.6 | 4.9 | 4.6 | 10.1 |
| | Spec. Programs | 34.9 | 10.5 | 11.0 | 14.1 | 10.5 | 9.6 | 9.4 | 27.1 |
| | Art School | 23.6 | 6.9 | 18.1 | 22.2 | 20.8 | 5.6 | 2.8 | 16.3 |
| | Vocational | 37.9 | 4.8 | 9.9 | 16.1 | 14.7 | 5.6 | 11.0 | 12.4 |
| U.B.C. | | 47.5 | 2.8 | 6.3 | 37.0 | 4.4 | 1.4 | 0.6 | 8.3 |
| Simon Fraser | | 64.2 | 2.8 | 8.2 | 12.3 | 6.9 | 3.1 | 2.5 | 7.8 |
| U. of Victoria | | 44.1 | 3.0 | 8.4 | 35.1 | 6.4 | 1.1 | 1.8 | 14.8 |
| Notre Dame | | 8.9 | 2.1 | 5.5 | 74.7 | 5.5 | 0.7 | 2.7 | 3.9 |

TABLE 16.3

| COLLEGE | 16. Approximately how much.....on clothing and incidentals? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Less than 150 | 150 -299 | 300 -599 | 600 -899 | 900 -1199 | 1200 -1499 | 1500 + | N.R. |
| B.C.I.T. | | 34.9 | 42.1 | 18.9 | 2.9 | 0.7 | 0.3 | 0.1 | 3.2 |
| Camosun | | 53.7 | 28.3 | 12.7 | 3.2 | 0.7 | 0.5 | 0.9 | 14.1 |
| Capilano | | 64.0 | 22.6 | 9.9 | 2.5 | 0.3 | 0.3 | 0.3 | 11.3 |
| Cariboo | | 57.8 | 27.0 | 11.4 | 2.2 | 1.6 | 0.0 | 0.0 | 7.0 |
| Columbia | | 50.0 | 39.4 | 9.1 | 0.0 | 1.5 | 0.0 | 0.0 | 5.7 |
| Douglas | | 59.3 | 27.7 | 8.5 | 2.9 | 0.8 | 0.0 | 0.7 | 15.2 |
| Malaspina | | 50.2 | 33.8 | 12.8 | 1.7 | 0.6 | 0.0 | 0.8 | 11.5 |
| New Caledonia | | 44.4 | 37.8 | 14.3 | 2.3 | 0.4 | 0.0 | 0.8 | 10.1 |
| Okanagan | | 66.3 | 23.5 | 7.2 | 1.6 | 0.3 | 0.0 | 1.0 | 16.2 |
| Selkirk | | 58.3 | 28.5 | 11.5 | 0.6 | 1.0 | 0.0 | 0.0 | |
| Trinity | | 52.5 | 37.7 | 7.7 | 2.2 | 0.0 | 0.0 | 0.0 | |
| Vancouver City: Langara | | 57.2 | 29.7 | 8.6 | 2.6 | 1.1 | 0.2 | 0.5 | 5.1 |
| Vancouver City: Spec. Programs | | 43.3 | 28.2 | 18.8 | 4.0 | 2.3 | 0.2 | 3.2 | 23.7 |
| Vancouver City: Art School | | 65.4 | 19.8 | 11.1 | 2.5 | 1.2 | 0.0 | 0.0 | 5.8 |
| Vancouver City: Vocational | | 38.6 | 33.5 | 19.0 | 6.7 | 1.1 | 0.3 | 0.8 | 7.7 |
| U.B.C. | | 44.8 | 40.8 | 12.5 | 1.4 | 0.2 | 0.0 | 0.2 | 2.7 |
| Simon Fraser | | 55.9 | 32.0 | 10.0 | 1.2 | 0.6 | 0.3 | 0.0 | 4.1 |
| U. of Victoria | | 48.6 | 37.5 | 12.3 | 1.3 | 0.1 | 0.1 | 0.2 | 8.2 |
| Notre Dame | | 38.8 | 46.3 | 13.6 | 0.7 | 0.7 | 0.0 | 0.0 | 7.2 |

TABLE 16.4

| COLLEGE | 16. Approximately how much.....on travel and car? | Less than 150 | 150 -299 | 300 -599 | 600 -899 | 900 -1199 | 1200 -1499 | 1500 + | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | | 40.9 | 30.5 | 20.3 | 5.0 | 2.0 | 0.8 | 0.4 | 4.1 |
| Camosun | | 57.8 | 20.2 | 13.5 | 4.2 | 1.2 | 0.7 | 2.6 | 14.7 |
| Capilano | | 63.9 | 16.3 | 12.5 | 4.4 | 1.3 | 0.6 | 0.9 | 9.9 |
| Cariboo | | 63.5 | 21.7 | 7.9 | 4.2 | 0.5 | 0.5 | 1.6 | 5.0 |
| Columbia | | 65.2 | 10.6 | 19.7 | 1.5 | 3.0 | 0.0 | 0.0 | 5.7 |
| Douglas | | 49.9 | 21.9 | 15.9 | 6.4 | 2.0 | 1.4 | 2.4 | 14.0 |
| Malaspina | | 60.2 | 23.4 | 9.1 | 3.8 | 1.3 | 0.4 | 1.7 | 12.6 |
| New Caledonia | | 69.5 | 15.7 | 9.6 | 1.2 | 1.2 | 0.8 | 2.0 | 13.5 |
| Okanagan | | 63.3 | 22.4 | 7.7 | 2.9 | 1.9 | 0.6 | 1.3 | 14.2 |
| Selkirk | | 47.8 | 34.3 | 13.2 | 2.5 | 1.3 | 0.6 | 0.3 | 3.9 |
| Trinity | | 59.6 | 28.1 | 10.7 | 1.1 | 0.6 | 0.0 | 0.0 | 10.6 |
| Vancouver City — Langara | | 65.2 | 19.3 | 7.8 | 4.1 | 1.6 | 0.7 | 1.4 | 5.6 |
| Vancouver City — Spec. Programs | | 50.3 | 15.9 | 17.4 | 7.5 | 4.5 | 0.7 | 3.8 | 23.2 |
| Vancouver City — Art School | | 54.4 | 26.6 | 15.2 | 1.3 | 0.0 | 1.3 | 1.3 | 8.1 |
| Vancouver City — Vocational | | 50.0 | 21.7 | 17.1 | 7.1 | 1.4 | 1.1 | 1.6 | 8.9 |
| U.B.C. | | 69.5 | 18.5 | 7.6 | 2.2 | 0.8 | 0.3 | 1.1 | 4.2 |
| Simon Fraser | | 60.1 | 22.0 | 12.8 | 1.8 | 1.2 | 0.9 | 1.2 | 4.9 |
| U. of Victoria | | 69.9 | 19.9 | 7.6 | 1.5 | 0.2 | 0.2 | 0.5 | 10.8 |
| Notre Dame | | 69.7 | 19.7 | 6.3 | 1.4 | 2.1 | 0.0 | 0.7 | 7.2 |

TABLE 17

| COLLEGE | 17. What will be your main source of funds during your college year? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Savings | Full Time Job | Part Time Job | Parents | Spouse | Loan | Scholarship | Bursary | Other |
| B.C.I.T. | 46.7 | 0.9 | 17.3 | 13.1 | 6.9 | 11.0 | 1.1 | 0.9 | 2.2 |
| Camosun | 18.8 | 22.9 | 23.1 | 11.7 | 6.9 | 3.8 | 0.8 | 0.4 | 11.5 |
| Capilano | 27.8 | 8.3 | 25.5 | 20.9 | 6.6 | 2.6 | 1.1 | 0.9 | 6.3 |
| Cariboo | 41.7 | 2.1 | 15.5 | 20.9 | 3.7 | 8.0 | 2.1 | 1.1 | 4.8 |
| Columbia | 27.1 | 1.4 | 17.1 | 31.4 | 2.9 | 14.3 | 0.0 | 0.0 | 5.7 |
| Douglas | 24.1 | 15.6 | 26.7 | 14.9 | 6.8 | 4.9 | 1.0 | 1.2 | 4.8 |
| Malaspina | 27.4 | 1.4 | 15.3 | 18.2 | 4.3 | 6.3 | 1.0 | 1.4 | 24.9 |
| New Caledonia | 22.9 | 6.8 | 15.7 | 15.0 | 5.7 | 6.8 | 1.4 | 1.4 | 24.3 |
| Okanagan | 31.0 | 14.8 | 18.4 | 15.6 | 7.3 | 5.9 | 4.5 | 1.1 | 1.4 |
| Selkirk | 48.3 | 0.9 | 15.5 | 18.2 | 4.0 | 6.1 | 4.0 | 0.6 | 2.4 |
| Trinity | 36.0 | 0.0 | 6.3 | 33.9 | 2.1 | 15.9 | 1.6 | 1.1 | 3.2 |
| Vancouver City — Langara | 25.5 | 7.8 | 28.7 | 20.4 | 4.4 | 5.3 | 1.8 | 0.9 | 5.1 |
| Vancouver City — Spec. Programs | 14.3 | 33.6 | 17.4 | 9.6 | 5.9 | 2.2 | 1.1 | 1.5 | 14.3 |
| Vancouver City — Art School | 20.5 | 0.0 | 29.5 | 16.7 | 6.4 | 14.1 | 1.3 | 0.0 | 11.5 |
| Vancouver City — Vocational | 23.9 | 0.5 | 23.1 | 17.0 | 5.8 | 5.3 | 0.5 | 3.3 | 20.6 |
| U.B.C. | 34.6 | 1.2 | 18.8 | 23.4 | 0.4 | 5.1 | 11.1 | 3.3 | 2.1 |
| Simon Fraser | 31.0 | 3.9 | 19.0 | 23.2 | 4.5 | 5.7 | 9.6 | 0.9 | 2.1 |
| U. of Victoria | 32.1 | 2.1 | 24.5 | 23.6 | 1.7 | 6.0 | 6.6 | 0.3 | 3.2 |
| Notre Dame | 32.6 | 0.7 | 5.0 | 34.8 | 3.5 | 16.3 | 3.5 | 2.8 | 0.7 |

TABLE 18

| COLLEGE | 18. Which of the following best describes your family's financial position? N | | Above Average | | Average | | Below Average | | N.R. |
|---|---|---|---|---|---|---|---|---|---|
| B.C.I.T. | 1450 | | 19.6 | | 67.7 | | 12.7 | | 2.6 |
| Camosun | 505 | | 20.0 | | 66.3 | | 13.7 | | 4.8 |
| Capilano | 254 | | 39.2 | | 55.6 | | 5.2 | | 2.0 |
| Cariboo | 199 | | 20.8 | | 70.6 | | 8.6 | | 1.0 |
| Columbia | 70 | | 29.4 | | 64.7 | | 5.9 | | 2.9 |
| Douglas | 980 | | 23.3 | | 68.4 | | 8.2 | | 6.5 |
| Malaspina | 538 | | 18.3 | | 70.0 | | 11.7 | | 4.5 |
| New Caledonia | 288 | | 15.2 | | 72.8 | | 12.0 | | 4.2 |
| Okanagan | 365 | | 18.8 | | 69.2 | | 12.0 | | 2.2 |
| Selkirk | 331 | | 17.6 | | 73.4 | | 8.6 | | 2.1 |
| Trinity | 199 | | 21.8 | | 64.9 | | 13.3 | | 5.5 |
| Vancouver City — Langara | 1084 | | 21.4 | | 67.8 | | 10.9 | | 3.2 |
| Vancouver City — Spec. Programs | 786 | | 16.0 | | 64.6 | | 19.4 | | 9.4 |
| Vancouver City — Art School | 86 | | 16.5 | | 65.8 | | 17.7 | | 8.1 |
| Vancouver City — Vocational | 404 | | 20.9 | | 63.6 | | 15.5 | | 2.7 |
| U.B.C. | 2256 | | 30.0 | | 61.3 | | 8.7 | | 2.0 |
| Simon Fraser | 345 | | 25.5 | | 64.1 | | 10.4 | | 2.3 |
| U. of Victoria | 1029 | | 26.0 | | 66.3 | | 7.7 | | 2.1 |
| Notre Dame | 153 | | 17.2 | | 75.5 | | 7.3 | | 1.3 |

# SOCIO-ECONOMIC SURVEY

## OF POST SECONDARY STUDENTS

NAME OR IDENTIFICATION NOT REQUIRED

Please place an "x" or "✓" in the box beside your answer.
IGNORE ALL NUMBERS. They are for coding purposes only.

**ABOUT THIS QUESTIONNAIRE . . .**

This questionnaire is part of a research study of community colleges in B.C. The purpose of the study is to find out how well the college system is relating to the needs and expectations of college students and also to the needs and expectations of the community. It is trying to get a better idea of the impact of colleges on the whole field of education beyond secondary school level. It wants to take an honest look at what students in colleges are really like, and what they feel about themselves and their education. It also hopes to discover whether or not a wide variety of people from all segments of the population are being attracted to community colleges, and if not, who is. So that comparisons can be made, university students will also be asked to complete this questionnaire.

The gathering of facts like these should mean that a much more realistic kind of information can be used in planning for the future.

The colleges and the students attending them will gain the most from this research, so we beg your patience in answering these questions.

This study is financed by a grant from the Donner Canadian Foundation and is being carried out by researchers from the University of B.C. and from B.C. Research (an independent, non-profit organization).

1. **College or University attended** .....

2. **Permanent place of residence** .....

   **Census number of place of residence as per map at the back of this questionnaire. This applies only to the Lower Mainland and Greater Victoria. Number** .....

3. **Program taken at college. Check one only:**

| | | |
|---|---|---|
| Academic (university transfer) | ☐ 1 | (21) |
| Academic (general education) | ☐ 2 | |
| Career (technical, vocational) | ☐ 3 | |
| College preparatory | ☐ 4 | |
| Other | ☐ 5 | |

4. **Number of college courses you are currently taking. Check one only:**

| | | |
|---|---|---|
| One | ☐ 1 | (22) |
| Two | ☐ 2 | |
| Three | ☐ 3 | |
| Four | ☐ 4 | |
| Five | ☐ 5 | |
| Six or more | ☐ 6 | |

5. **How long is it since you left high school? Check one only:**

| | | |
|---|---|---|
| One year | ☐ 1 | (23) |
| Two years | ☐ 2 | |
| Three years | ☐ 3 | |
| Four years | ☐ 4 | |
| Five to nine years | ☐ 5 | |
| Ten or more years | ☐ 6 | |

6. **Sex:**

| | | |
|---|---|---|
| Male | ☐ 1 | (24) |
| Female | ☐ 2 | |

7. **Age:**

| | | |
|---|---|---|
| 16-17 | ☐ 1 | (25) |
| 18-19 | ☐ 2 | |
| 20-24 | ☐ 3 | |
| 25-34 | ☐ 4 | |
| 35-44 | ☐ 5 | |
| Over 44 | ☐ 6 | |

8. **Father's (or legal guardian's) occupation. Check one only:**

| | | |
|---|---|---|
| Clerical (clerk, secretary, etc.) | ☐ 1 | (26-27) |
| Deceased | ☐ 2 | |
| Farmer (own farm) | ☐ 3 | |
| Managerial (own business, company manager, executive) | ☐ 4 | |
| Mining, logging, fishing, farm work | ☐ 5 | |
| Professional (doctor, lawyer, teacher, grad. engineer) | ☐ 6 | |
| Retired | ☐ 7 | |
| Sales (retail business, insurance, real estate) | ☐ 8 | |
| Semi-skilled work (factory, mill worker) | ☐ 9 | |
| Service (armed forces, police, motel employee, etc.) | ☐ 10 | |
| Skilled worker (construction, production, tradesman) | ☐ 11 | |
| Technical (technologist, electronic technician, etc.) | ☐ 12 | |
| Transport, communication (telephone, bus, newspaper) | ☐ 13 | |
| Unskilled worker (laborer) | ☐ 14 | |
| Other | ☐ 15 | |

9. **Mother's occupation. Check one:**

| | | |
|---|---|---|
| Clerical (clerk, secretary, etc.) | ☐ 1 | (28-29) |
| Deceased | ☐ 2 | |
| Farmer (own farm) | ☐ 3 | |
| Housewife | ☐ 4 | |
| Managerial (own business, company manager, executive) | ☐ 5 | |
| Professional (doctor, lawyer, teacher) | ☐ 6 | |
| Retired | ☐ 7 | |
| Sales (retail business, insurance) | ☐ 8 | |
| Semi-skilled work (factory, mill worker) | ☐ 9 | |
| Service, recreation (motel employee, waitress) | ☐ 10 | |
| Skilled worker (production, trade) | ☐ 11 | |
| Technical (data processor, medical or dental technician) | ☐ 12 | |
| Transport, communication (telephone operator, etc.) | ☐ 13 | |
| Unskilled worker (farm worker, domestic service, etc.) | ☐ 14 | |
| Other | ☐ 15 | |

**10. Father's education, highest level completed. Check one only:**

| | | |
|---|---|---|
| Elementary school, less than Grade 8 | ☐ 1 | (30) |
| High school, 1-2 years | ☐ 2 | |
| High school, 3-5 years | ☐ 3 | |
| Some post high school (trade, vocational, technical, university) | ☐ 4 | |
| Completed Bachelor's degree | ☐ 5 | |
| Some graduate study | ☐ 6 | |
| Completed graduate degree | ☐ 7 | |
| Do not know | ☐ 8 | |

**11. Mother's education, highest level completed. Check one only:**

| | | |
|---|---|---|
| Elementary school, less than Grade 8 | ☐ 1 | (31) |
| High school, 1-2 years | ☐ 2 | |
| High school, 3-5 years | ☐ 3 | |
| Some post high school (trade, vocational, technical, university) | ☐ 4 | |
| Completed Bachelor's degree | ☐ 5 | |
| Some graduate study | ☐ 6 | |
| Completed graduate degree | ☐ 7 | |
| Do not know | ☐ 8 | |

**12. Highest educational level completed by any one of your brothers or sisters. Check one only:**

| | | |
|---|---|---|
| Have no brothers or sisters | ☐ 1 | (32) |
| Did not complete high school | ☐ 2 | |
| Still in elementary or high school | ☐ 3 | |
| Completed high school | ☐ 4 | |
| Presently enrolled in college or university | ☐ 5 | |
| Attended college or university but not now enrolled | ☐ 6 | |
| Completed Bachelor's degree | ☐ 7 | |
| Completed graduate degree | ☐ 8 | |

**13. When did you decide to go to university or college? Check one only:**

| | | |
|---|---|---|
| During elementary school | ☐ 1 | (33) |
| During junior secondary school | ☐ 2 | |
| During senior secondary school | ☐ 3 | |
| After completing high school | ☐ 4 | |
| Cannot recall | ☐ 5 | |

**14. What is the approximate total annual income of your father and mother together? Check one only:**

| | | |
|---|---|---|
| Under $1,000 | ☐ 1 | (34-35) |
| $1,000 - $1,999 | ☐ 2 | |
| $2,000 - $2,999 | ☐ 3 | |
| $3,000 - $3,999 | ☐ 4 | |
| $4,000 - $4,999 | ☐ 5 | |
| $5,000 - $5,999 | ☐ 6 | |
| $6,000 - $7,999 | ☐ 7 | |
| $8,000 - $9,999 | ☐ 8 | |
| $10,000 - $11,999 | ☐ 9 | |
| $12,000 - $14,999 | ☐ 10 | |
| $15,000 - $19,999 | ☐ 11 | |
| $20,000 and over | ☐ 12 | |

**15. Where was your father born? Check one only:**

| | | |
|---|---|---|
| Canada (British) | ☐ 1 | (36-37) |
| Canada (French Canadian) | ☐ 2 | |
| Canada (Indian or Eskimo) | ☐ 3 | |
| Canada (other extraction) | ☐ 4 | |
| United States | ☐ 5 | |
| British Isles | ☐ 6 | |
| Scandinavia | ☐ 7 | |
| Germany | ☐ 8 | |
| Netherlands | ☐ 9 | |
| Russia | ☐ 10 | |
| France or Belgium | ☐ 11 | |
| Italy | ☐ 12 | |
| Spain, Portugal, Greece or Balkans | ☐ 13 | |
| Poland | ☐ 14 | |
| Ukraine | ☐ 15 | |
| Other European | ☐ 16 | |
| North Africa and Near East | ☐ 17 | |
| Other Africa | ☐ 18 | |
| Central America, South America, Mexico | ☐ 19 | |
| Australia, New Zealand, Oceania | ☐ 20 | |
| China or Hong Kong | ☐ 21 | |
| Japan | ☐ 22 | |
| India or Pakistan | ☐ 23 | |
| Other Asian | ☐ 24 | |
| Other | ☐ 25 | |

**16. Approximately how much do you expect to spend during your college year on each of the following? Check one for each item:**

| | less than $150 | $150 to $299 | $300 to $599 | $600 to $899 | $900 to $1199 | $1200 to $1499 | $1500 or more | |
|---|---|---|---|---|---|---|---|---|
| Tuition, fees, supplies | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | (38) |
| Room and board | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | (39) |
| Clothing and incidentals | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | (40) |
| Travel and car | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | (41) |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

**17. What will be your main source of funds during your college year? Check one only:**

| | | |
|---|---|---|
| Personal savings | ☐ 1 | (42) |
| Full-time job | ☐ 2 | |
| Part-time job | ☐ 3 | |
| Parents | ☐ 4 | |
| Spouse | ☐ 5 | |
| Loan | ☐ 6 | |
| Scholarship | ☐ 7 | |
| Bursary | ☐ 8 | |
| Other | ☐ 9 | |

**18. Which of the following best describes your family's financial position? Check one only:**

| | | |
|---|---|---|
| Above average | ☐ 1 | (43) |
| Average | ☐ 2 | |
| Below average | ☐ 3 | |

# HEALTH SURVEY

**1. How much concern have the following caused you during the past twelve months? Check one for each item:**

| | Much concern | Some concern | No concern | |
|---|---|---|---|---|
| Physical illness | ☐ | ☐ | ☐ | (51) |
| Emotional problems | ☐ | ☐ | ☐ | (52) |
| Family problems | ☐ | ☐ | ☐ | (53) |
| Social relationships | ☐ | ☐ | ☐ | (54) |
| Financial difficulties | ☐ | ☐ | ☐ | (55) |
| Academic problems | ☐ | ☐ | ☐ | (56) |
| Career problems | ☐ | ☐ | ☐ | (57) |
| | 1 | 2 | 3 | |

**2. How much time have you lost from study or work in the past twelve months because of illness or injury? Check one only:**

| | | |
|---|---|---|
| One week or less | ☐ 1 | (58) |
| One or two weeks | ☐ 2 | |
| Three to five weeks | ☐ 3 | |
| Six or more weeks | ☐ 4 | |

**3. What number of significant illnesses or injuries have you had in the past twelve months? Check one only:**

| | | |
|---|---|---|
| None | ☐ 1 | (59) |
| One or two | ☐ 2 | |
| Three or four | ☐ 3 | |
| Five or more | ☐ 4 | |

**4. How would you evaluate your health status in the past twelve months? Check one only:**

| | | |
|---|---|---|
| Good | ☐ 1 | (60) |
| Fair | ☐ 2 | |
| Poor | ☐ 3 | |

**5. Are you covered by medical insurance? Check one only:**

| | | |
|---|---|---|
| Yes | ☐ 1 | (61) |
| No | ☐ 2 | |
| Don't know | ☐ 3 | |

**6. Do you have a personal physician? Check one only:**

| | | |
|---|---|---|
| Yes | ☐ 1 | (62) |
| No | ☐ 2 | |
| Don't know | ☐ 3 | |

**7. Would you use the following services in a College Health Service if they were available? Check one for each item:**

| | Yes | Maybe | No | | |
|---|---|---|---|---|---|
| Routine examinations | ☐ | ☐ | ☐ 1 | | (63) |
| Physical diagnosis | ☐ | ☐ | ☐ 2 | | (64) |
| Treatment for minor emergency | ☐ | ☐ | ☐ 3 | | (65) |
| Family planning and birth control | ☐ | ☐ | ☐ 4 | | (66) |
| Dental care | ☐ | ☐ | ☐ 5 | | (67) |
| Nurse home visits for sickness | ☐ | ☐ | ☐ 6 | | (68) |
| Psychiatric counselling | ☐ | ☐ | ☐ 7 | | (69) |
| Group therapy | ☐ | ☐ | ☐ 8 | | (70) |
| | 1 | 2 | 3 | | |

**8. How much concern do you think the following will cause you during the coming year? Check one for each item:**

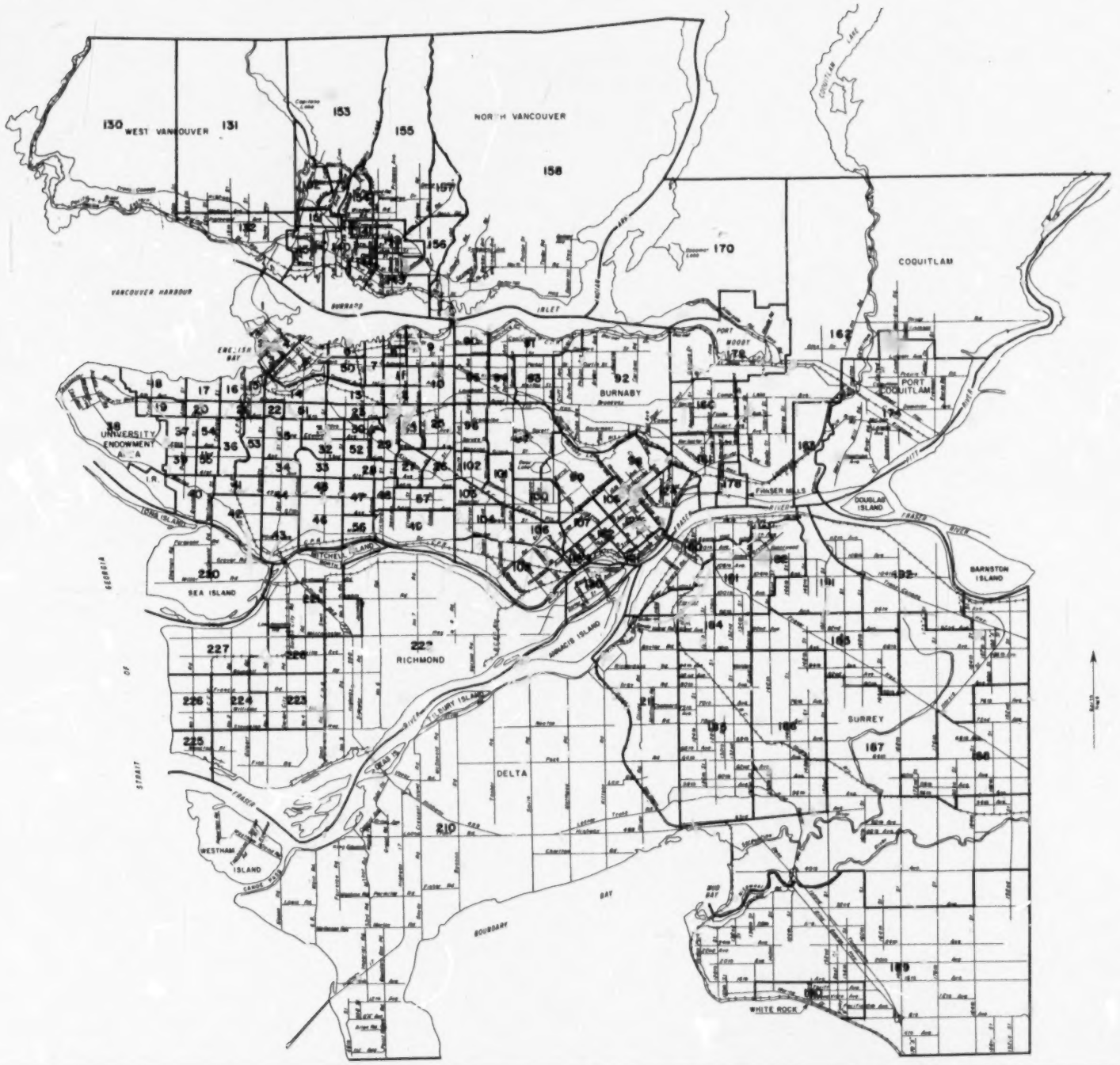
| | Much Concern | Some Concern | No Concern | |
|---|---|---|---|---|
| Physical illness | ☐ | ☐ | ☐ | (71) |
| Emotional problems | ☐ | ☐ | ☐ | (72) |
| Family problems | ☐ | ☐ | ☐ | (73) |
| Social relationships | ☐ | ☐ | ☐ | (74) |
| Financial difficulties | ☐ | ☐ | ☐ | (75) |
| Academic problems | ☐ | ☐ | ☐ | (76) |
| Career problems | ☐ | ☐ | ☐ | (77) |
| | 1 | 2 | 3 | |

**9. If you were concerned about health, where would you seek attention? Check one only:**

| | | |
|---|---|---|
| Personal physician | ☐ 1 | (78) |
| Hospital facility | ☐ 2 | |
| College health service | ☐ 3 | |
| Druggist | ☐ 4 | |
| Other | ☐ 5 | |
| Don't know | ☐ 6 | |

VANCOUVER

AREA




VICTORIA

AREA